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 who were contacted for participation in the first wave of efforts around compliance with Standard 4 expectations. The EPP received student impact data from representative of four districts in various forms and from a variety of instruments. The representative EPP completers were contacted directly and asked to 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 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.

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 Completer One-District 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.

 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 |

**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. Six 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. Two out of the 7 are developmentally delayed. Two 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. Five out of the 7 students receive specialized math services for 30 minutes daily. Six out of the 7 students receive oral administration. All students receive extended time and small group for quizzes and test. Four out of the 7 students get copies of the teacher’s notes and preferential seating. One 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. Four 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.

**Completer Two-District One**

Completer One left this district and moved out of state so we approached another regarding their Student Learning Outcomes Assessment Scores.

**Student Two District One 4th Grade Pre and Post Assessment Scores with Target Growth**

****

**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.

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 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.

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 |

Delineating Completer One’s SLOs

**Completer One-District Two**

2018-2019 Evaluation | District 2 and School 2

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

Evaluation Results—2019-2020



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

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

Overall Status Met

**Completer One-District Two**

Evaluation Results—2020-2021





**District Three in Study**

School District Three 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.

Demographics for School District Three

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.

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 |

Completer One-District 3

**Completer One in District 3** shared 2 years of data for math and growth for 7th and 8th grades.







****

****

****

****

**District Four**

District Four is the largest school district in South Carolina.

****

**Student One-District Four**

****

****

**EPP Program Completers Enhanced ADEPT Scores 2018-2021**

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

are scored on the Enhanced ADEPT and the scores are shared with the EPP.

**2020-2021: APS 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 | 19 | 100% | 2004 | 100% |
| Total Graduates Passing | 18 | 94.74% | 1930 | 96.31% |
| Total Graduate SLO Average | 0.05 | 0.08 |

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

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

 **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 |

**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 |

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.

**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 %** |

**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 % |

**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 %** |

**Analysis of Data**

**Districts One-Four**

**District One**: Completers One and Two data indicates that the K-12 students demonstrated growth from the fall to the spring. Student One K-12 students demonstrated growth, but not all students met the projected goals while some students exceeded the projected goals.

**District Two:** Completer One supplied data for 2019-2020 and 2020-2021. Completer One score “Proficient” for both 2019-2020 and 2020-2021 for the category Student Learning Objectives Rating/Score indicating that the K-12 students had met the Student Learning Objectives growth goals.

**District Three:** Completer One shared two years of data 2019 regarding student growth in Math at the middle school level. In 2018 for 8th grade math, students’ achievements include: Not Met 3, Approaches 11, Met 18, and Exceeds 18. In 2019 for 7th grade math, students’ achievements include: Not Met 7, 15 Approaches, 12 Met, and 13 Exceeds. In a comparison of the 7th grade End of Course Algebra scores (YLA) and Math scores for 2019 exceeded in the Met category and only had one other group score higher in the Exceeds, Completer One’s K-12 students were well above the school’s, district’s, and state’s scores in Met and Exceeds. In a comparison of the 8th grade End of Course Algebra scores (YLA) and Math scores for 2019 exceeded in the Met category and only had one other group score higher in the Exceeds, Completer One’s K-12 students were well above the school’s, district’s, and state’s scores in Met and Exceeds.

**District Four**: Completer One’s SLO Data for 2020-2021 indicated that 19 of the 21 P-12 students demonstrated significant growth on the Inequalities Post-Test when compared to the Inequalities Pre-Test. Student 8 was absent for the Mid Review, and Student 13 moved. Students 7 and 17 had a decrease on the Post-Test scores. The Completer indicated that there was not as much growth as expected; however, growth was present for 85% of the students.

**EPP Program Completers Enhanced ADEPT Scores 2018-2021**

The South Carolina Department of Education provides data yearly on the EPP completers’ performance on the Enhanced ADEPT evaluation. This evaluation includes the following Domains: Planning, Instruction, Environment, and Professionalism. The Completer is also scored on Student Learning Objective as a component of the Overall Composite Rating/Score. The overall percentage passing for Southern Wesleyan for 2020-2021 is 94.74% Passing compared to the State percentage passing of 96.31%; percentage passing for 2019-2020 was 95.24% compared to the State percentage passing of 92.59%; percentage passing for 2018-2019 was 100% compared to the State percentage passing of 94.88%; percentage passing for 2017-2018 was 94.74% passing compared to the State percentage passing of 91.78%.

**ADEPT Scores by Major**

In 2019-2020, the ADEPT pass rate by majors was Early Childhood 100% (2), Elementary Education 100% (5), Mathematics 100% (1), Music Education-Choral 100% (1), Special Education 100% (5), and Physical Education 100% (7). In 2018-2019, the ADEPT pass rate by majors was Early Childhood 100% (2), Elementary Education 100% (5), English 100% (1), Music Education-Instrumental 100% (5), Special Education 100% (3).

In 2017-208, the ADEPT pass rate by majors was Early Childhood 100% (2), Elementary Education 100% (5), Mathematics 100% (1), Music Education-Choral 100% (1), and Special Education 100% (1).

**Interpretation of Data**

**Districts One-Four**

In all four districts, the P-12 students showed growth in the SLOs: District One-Completer One showed 86% (7) of the students showing growth in reading fluency and Completer Two showed 100% (15) of the students meeting the Growth Target. District Two had one Completer who shared the 2019-2020 and 2020-2021 evaluation that indicated the Proficiency level for the Student Learning Objectives rates as Met both years. District Three-Completer One had 7th and 8th grade math scores for 2018 and 2019 comparisons. In the major of the SLOs, Completer One’s students outperformed the State in Approaches, Met, and Exceeds for both years. District Four-Completer One demonstrated that the majority of the students (19) demonstrated growth even though not as much as was desired, and the Completer had an analysis and interpretation with pre checks, mid instruction checks, and post checks.

All the Completers successfully worked with the P-12 students and presented data to validate growth on the SLOs. The growth ranged from exceptional to not gained as much as was expected. The mid instruction growth for District Four-Completer One was good with growth on the post test.

These case studies indicate that Southern Wesleyan University is preparing students to work successfully with P-12 students to achieve learning and meet the student learning objectives.

**EPP Program Completers Enhanced ADEPT Scores 2018-2021**

The data from the successful completion of the Enhanced ADEPT during the second year of the Completers teaching career show that in all but 2020-2021, Southern Wesleyan University percentage of successful Completers exceeded the State percentage of passing with percentage ranging from 94.74% to 100% passing. In 2020-2021 and 2019-2020, one student each year did not pass Enhanced ADEPT. When we exam the Enhanced ADEPT pass rate by majors, 100% passed in all majors. The discrepancy is apparent because the two Completers who did not pass in the 2nd year did pass in the 3rd year and achieved Professional Certification.

The School of Education work diligently with Candidates to help them understand Student Learning Objectives, pre and post testing, and modification to instruction to address the P-12 student needs. These skills are addressed in all the Methods courses, PreClinical and Clinical.

**Analysis of Data**

**District One**: Completers One and Two data indicates that the K-12 students demonstrated growth from the fall to the spring. Student One K-12 students demonstrated growth, but not all students met the projected goals while some students exceeded the projected goals.

**District Two:** Completer One supplied data for 2019-2020 and 2020-2021. Completer One score “Proficient” for both 2019-2020 and 2020-2021 for the category Student Learning Objectives Rating/Score indicating that the K-12 students had met the Student Learning Objectives growth goals.

**District Three:** Completer One shared two years of data 2019 regarding student growth in Math at the middle school level. In 2018 for 8th grade math, students’ achievements include: Not Met 3, Approaches 11, Met 18, and Exceeds 18. In 2019 for 7th grade math, students’ achievements include: Not Met 7, 15 Approaches, 12 Met, 13 Exceeds. In a comparison of the 7th grade End of Course Algebra scores (YLA) and Math scores for 2019 exceeded in the Met category and only had one other group score higher in the Exceeds, Completer One’s K-12 students were well above the school’s, district’s, and state’s scores in Met and Exceeds. In a comparison of the 8th grade End of Course Algebra scores (YLA) and Math scores for 2019 exceeded in the Met category and only had one other group score higher in the Exceeds, Completer One’s K-12 students were well above the school’s, district’s, and state’s scores in Met and Exceeds.