Impact on P-12 Learners

The Case Study was developed to provide for CAEP Standard 4.1. The state of South Carolina does require standardized testing of students at a variety of points throughout their career, but the state is unable to share the student-level data, or even data by teacher to show student performance, with EPPs at this time. All teachers in South Carolina are required to develop Student Learning Objectives (SLOs) for their students and demonstrate student growth against these SLOs each year annually; this went into effect in 2015-2016 as part of the State's ESEA waiver.

Because of these challenges in gathering data and the requirement that teachers develop SLOs for their students, our team chose to develop a qualitative case study to gather data from alumni who had completed their education in the past three to five years and represented a variety of programs throughout the unit.

Participants

From a pool of 231 alumni for whom we had a possible email address, we first examined a sub-set of more recent graduates, targeting graduates from 2012 through 2015. These would be teachers in the first 3-5 years of their teaching experience whom had also been through both their induction and initial evaluation years and would likely have been awarded continuing contracts. From this subset, we also identified alumni who had responded to a request to update their alumni information on our SOE database recently, ensuring the email address we had for them was likely to be valid, as well as their school affiliation and position. We then further broke these lists out by program, inviting 2-3 alumni from each of ten programs offered at Upstate for a focus group interview (Early Childhood, Elementary, Middle Level, Science, Math, Social Studies, English, Physical Education, Foreign Language, and Learning Disabilities). Our Visual Impairment program has only two completers working as a teacher in our state (out of 3), so the program was not represented in the case due to the fact that these teacher(s) would be easily identifiable and confidentiality could not be maintained when results were shared.

A description of participants is below:

Table 1: Participants

Pseudonym	Program	Semester/ year of completion	ADEPT Formal Evaluation Year
Teacher 1	Early Childhood	Spring 2012	2014
Teacher 2	Early Childhood	Spring 2013	2015
Teacher 3	Early Childhood	Spring 2011	2013
Teacher 4	Elementary	Spring 2011	2016
Teacher 5	Secondary- Science	Spring 2012	2014
Teacher 6	Secondary - English	Spring 2012	2014

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Teacher 7	Spanish	Spring 2011	2013
Teacher 8	Physical Education	Spring 2016	2018

Results

Student achievement data

All participants provided detailed data demonstrating evidence of student growth across the school year. A variety of data was provide based on each participant's SLO for the academic year. The table below offers an overview, by participant, of the outcomes as measured by the SLO for each participant. Demographic data has been included to provide further context.

Table 2: Outcomes of P-12 Learners

Pseudonym	School Demographics	Student Learning Objective(s)	Percentage of students meeting target
Teacher 1	Rural 91% - White 3% - African American 3% - Hispanic 3% - Other 66% - FARM[1]	*80% of first grade students will achieve their projected growth on the Math MAP on the spring 2017 administration	*94% of students met projected growth on spring administration of the Math MAP
Teacher 2	Magnet, Urban 74% - White 16% - African American 4% - Hispanic 6% - Other 26%- FARM[1]	*80% of first grade students will achieve 80% or above on spring first grade math benchmark *80% of first grade students will achieve 80% or above in accuracy on the spring reading CBM	*100% of students achieved 80% or above on the spring math benchmark. *100% of students achieved target on spring reading CBM
Teacher 3	Urban 5% - White 86% -African American 6% - Hispanic 1% - Asian 4% - Other 87% - FARM[1]	*80% of first grade students will achieve their projected growth on the Reading MAP on the spring 2017 administration	*100% of students met projected growth on the Reading MAP on the winter administration and 94% of students met projected growth on the Reading MAP on the spring 2017 administration.

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Teacher 4	Urban 3% - White 90% -African American 4% - Hispanic 3% - Other 89% - FARM[1]	*80% of first grade students will achieve their projected growth on the Math MAP on the spring 2017 administration *80% of first grade students will achieve their projected growth in reading as measured using the Fountas & Pinnell leveled text system and assessments.	*77% of students met projected growth on the Math MAP on the spring administration and 100% of students showed growth between fall and winter and then winter and spring administrations. *100% of students met projected growth during the spring Fountas & Pinnell assessment.
Teacher 5	Urban 74% - White 23% -African American 2% - Hispanic 1% - Other 80% - FARM[1]	*85% of 6th grade students will score a 70% or higher on the post-assessment aligned with the State Assessment (benchmark) *85% of 6th grade students will achieve a 3-5 point increase in the area of Science and Engineering Practices on the State Standardized Assessment (PASS) or ACT.	*100% of students scored higher than a 70% on the post-assessment (benchmark) given in early March. 100% of 6th grade students met their growth targets on the Science and Engineering Practices on the State Standardized Assessment (PASS) or ACT.
Teacher 6	Rural 57% - White 41% - African American 1% - Hispanic 1% - Other 65% - FARM[1]	*80% of 9th grade honors students will meet their growth targets on a vocabulary assessment targeting SAT/ ACT words, using a pre-assessment to establish baseline knowledge and set growth targets.	*100% of students met their growth targets on the post-assessment.
Teacher 7	Suburban, Charter 81% - White 5% - African American 5% - Hispanic	*At this teacher's charter school she is not required to establish a SLO annually. However, she is given the goal of helping	*In 2015-2016, Nancy taught 56 students. 52% were placed into Advanced Spanish II, 43% were placed in

	5% - Asian 4% - Other 7% - FARM[1]	students move successfully from middle to high school Spanish and ideally have the middle school Spanish count for high school credit (Spanish I). Students in her class are given the option of taking Spanish I in high school, Spanish II, or Advanced Spanish II. Teacher recommendation and grades are used to place students in these courses in 9th grade.	Spanish II, and 5% were placed in Spanish I.
Teacher 8	Suburban 86% - White 8% - African American 6% - Hispanic 65% FARM[1]	*80% of middle school Physical Education students (n=126) will improve in strength and endurance as measured through improvement in two of three areas: push-ups, curl ups, and a one-mile run.	*83% of students met their goal on assessments at the end of the year.

[1]*FARM = Free and Reduced Meals*

The results above demonstrate that program completers in a wide variety of settings across a variety of grade levels and content areas met their Student Learning Objectives for the 2016-17 academic year, with many achieving these goals several months before the completion of the academic year.   The data from the Case Study suggest program completers contribute to an expected level of student-growth and program completers are satisfied with their preparation for their profession.