

Impact on P-12 Learners

The Case Study was developed to provide evidence 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

During the 2018-2019 academic year, 132 alumni from USC Upstate's School of Education, Human Performance, and Health were formally evaluated under South Carolina's Expanded ADEPT system. Typically, classroom teachers undergo this evaluation process in their first 3-5 years of their teaching experience. Out of the 132 alumni, we were able to verify current employment (school / grade) and contact information (school email address) for 74 participants through an online search. From this subset, we invited 4-5 alumni from each of the 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).

Multiple attempts were made to secure Early Childhood Program participants, however, no alumni from this program were able to attend any of the focus groups. Additionally, it is important to note that Art Education, a program housed in the College of Arts, Humanities, and Social Sciences, operates independently of the SoEHPPH, yet we recruited two Art Education alumni to participate in the Case Study. Lastly, our Visual Impairment program had zero students formally evaluated during the academic year.

A description of participants is below:

Table 1: Participants

Pseudonym	Program	Semester/ year of completion	ADEPT Formal Evaluation Year
Teacher 1	Elementary	Spring 2016	2019
Teacher 2	Elementary	Spring 2017	2019
Teacher 3	Elementary	Spring 2017	2019
Teacher 4	Middle – ELA	Spring 2017	2019

Impact on P-12 Learners

Teacher 5	Secondary- Spanish	Spring 2017	2019
Teacher 6	Secondary – Math	Fall 2016	2019
Teacher 7	Secondary – ELA	Fall 2016	2019
Teacher 8	Physical Education	Fall 2016	2019
Teacher 9	Art	Fall 2016	2019
Teacher 10	Art	Summer 2011	2013
Teacher 11	Special Education- Learning Disabilities	Spring 2017	2019
Teacher 12	Special Education – Learning Disabilities	Spring 2017	2019

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	Suburb 20% - White 20% - African American 52% - Hispanic 5%- Two or more races 2% - Asian	*75% of 4 th grade Social Studies students (n=21) will achieve their annual growth goal on the STAR assessment.	* 33% of students met their annual growth goal and 95% of students increased their average score between the administration of the beginning and end of year STAR assessment.

Impact on P-12 Learners

	1% - American Indian/Alaskan Native 100% - FARM ¹		
Teacher 2	Suburb 47% - White 18% - African American 28% - Hispanic 5% - Two or more races 1% - Asian 1% - American Indian/Alaska Native 100%- FARM ¹	*100% of 3 rd grade students (n=22 will improve by 1 level in the areas of craft and elaboration as found on the district-issued writing rubric.	*36% of students improved by 1 level in the areas of craft and elaboration, while 91% of students showed growth in the areas of craft and elaboration on the district-issued writing rubric.
Teacher 3	Suburb 60% - White 15% -African American 12% - Hispanic 4% - Asian 1%-American Indian/Alaska Native 1% Native Hawaiian/Pacific Islander 7% Two or more races 53% - FARM ¹	*80% of 5 th grade math students (n=43) will meet projected growth in their ability to fluently multiply multi-digit whole numbers using strategies, including an algorithm, on district issued benchmark assessments.	*36% of students achieved their growth target and 93% of students increased their average score on benchmark assessments.
Teacher 4	Urban, 62% - White 33% -African American 1% - Hispanic/Native Hawaiian/Pacific Islander/ American Indian/Alaska Native 2% - Asian	*100% of students (n=18) in 6 th grade ELA will achieve a growth of 3 points on the MAP RIT scale between the fall and spring administration of the MAP exam.	*61% of students achieved their targeted growth on the MAP RIT scale during the spring administration of the MAP exam.

Impact on P-12 Learners

	2% - Two or more races 46% - FARM ¹		
Teacher 5	Urban, Magnet 56% - White 26% - African American 10% - Hispanic 4% - Asian 3% - Two or more races 1% Native Hawaiian/Pacific Islander and American Indian/Alaskan Native 28% - FARM ¹	*Students in Spanish 2 (n=24) will increase their score on the reflexive present tense verbs assessment to earn a class average of 80%, or higher on the post-test.	*Results from the post-test show a class average of 77%, and 88% of students increased their score from the first to second, and second to third administration of the assessment.
Teacher 6	Suburb 77% - White 12% - African American 7% - Hispanic 3% - Two or more races 1% - American Indian/Alaska Native 50% - FARM ¹	*80% of Algebra students (n=38) will achieve their projected growth on the Algebra Foundations assessment.	*74% of students achieved projected growth on the Algebra Foundations assessment and 100% of students showed growth between administration of the pre and post assessment.
Teacher 7	Rural 88% - White 4% - African American 5% - Hispanic 1% - Asian 3% - Two or more races 29% - FARM ¹	*Students in English I Honors (n=22) will grow by one level, per informational text standard on the Mastery Connect rubric.	*14% of students achieved projected growth of one level, per informational text standard, on the Mastery Connect rubric, and 100% of students showed growth in at least three of the seven standards targeting informational texts.
Teacher 8	Rural 79% - White	*80% of 4 th grade Physical Education	*71% of students met projected growth on

Impact on P-12 Learners

	<p>4% - African American 8% - Hispanic 1% - Asian 7% - Two or more races 1% - American Indian / Alaska Native 100% - FARM¹</p>	<p>students (n=17) will increase one level as measured in the Fitnessgram – PACER assessment.</p>	<p>the Fitnessgram - PACER assessment.</p>
Teacher 9	<p>Suburb 38% - White 41% - African American 11% - Hispanic 4% - Asian 5% - Two or more races 1% - American Indian/Alaska Native 47% - FARM¹</p>	<p>* 80% of 7th grade art students (n=16) will score an 80 or higher on the composition and principles of design post-test.</p>	<p>* 81% of students achieved a score of 80 or higher on the composition and principles of design post-test.</p>
Teacher 10	<p>Town 56% - White 40% - African American 1% - Hispanic 2% - Two or more races 1% - Asian / American Indian/Alaska Native 100% - FARM¹</p>	<p>*Art 1 students (n=28) earning a 60 on the pre-assessment will increase their grade by 10 points. Students earning a C or D on the pre-assessment will increase their grade by 5 points. Students earning an A or B on the pre assessment will increase their score by 2 to 3 points.</p>	<p>*89% of students met projected growth on the post-assessment and 100% of students showed growth between pre and post assessment.</p>
Teacher 11	<p>Suburb 57% - White 25% - African American</p>	<p>*70% of seventh grade ELA students (n=11) will achieve projected Lexile growth on the</p>	<p>*36% of students met projected growth on the Scholastic Reading Inventory and 73% of</p>

Impact on P-12 Learners

	11% - Hispanic 6% - Two or more races 1% - American Indian/Alaskan Native / Asian 41% - FARM ¹	Scholastic Reading Inventory administered in Spring 2018	students showed growth between fall and winter and winter and spring administrations.
Teacher 12	Rural 27% - White 50% - African American 19% - Hispanic 3% - Two or more races 1% - American Indian / Alaska Native / Asian 100% - FARM ¹	*86% of math students (n=22) will achieve their projected growth on the Math 1, Unit 1 assessment given in Spring 2018	*100% of students met projected growth on the Math 1, Unit 1 assessment in Spring 2018

¹FARM = Free and Reduced Meals

School Demographic Data obtained from the National Center for Educational Statistics, academic year 2017-2018

The results above demonstrate that many program completers in a wide variety of settings across a variety of grade levels and content areas met their Student Learning Objectives for the 2018-19 academic year, with all completers contributing to student growth and success in the classroom. 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.