

Impact on P-12 Student Learning and Development

In prior reports, a case study approach was used with two partner districts given the absence of data on graduates related to P-12 student learning. While such a process provided points for analysis and reflection, it was varied and sporadic with a process that required significant time and human resources not currently available to the EPP or partner districts. The 2020-2021 cycle provided an opportunity to examine graduate impact through the Student Learning Objective (SLO) criteria that is now part of the state teacher evaluation system. The *Expanded ADEPT 2018 Guidelines* state, "Effective teachers have always focused on identifying student strengths and weaknesses, facilitating meaningful student learning, and monitoring student progress towards their educational goals. Including student growth measures within teacher evaluation simply rewards and recognizes a focus on what matters most: our children." 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.

Where the SLO process may not seem as valid and reliable as standardized assessments, research has indicated that learners whose teachers created SLOs showed significant academic growth compared to those whose teachers did not create SLOs. The exploration of SLO efficacy has been a focus of the Community Training and Assistance Center with several research briefs showing positive impacts on student learning (Slotnik, W. and Smith, M. *Catalyst for Change* (2004) and *It's More Than Money* (2013); see a full description of findings in these reports at www.ctacusa.com).

Although the EPP still does not have access to standardized assessment data per candidate, SLOs do measure student growth over time for individual graduates. Results are identified in one of four categories as described in the rubric below.

Exemplary	<ul style="list-style-type: none">• 90% -100% of students showed evidence of growth as established in the educator's SLO conference(s).• Educator set up rigorous goals(s); skillfully assessed and monitored progress; and strategically revised instruction in response to ongoing progress monitoring.
Proficient	<ul style="list-style-type: none">• 75% -89% of students showed evidence of growth as established in the educator's SLO conference(s).• Educator set up attainable goals(s); assessed and consistently monitored

	progress; and adjusted instruction in response to progress monitoring.
Needs Improvement	<ul style="list-style-type: none"> • 51% -74% of students showed evidence of growth as established in the educator’s SLO conference(s). • Educator set up goal(s); assessed and inconsistently monitored progress; and inconsistently or inappropriately adjusted instruction.
Unsatisfactory	<ul style="list-style-type: none"> • 0% -50% of students showed evidence of growth as established in the educator’s SLO conference(s). • Educator inconsistently assessed and failed to monitor progress; and failed to adjust instruction based on progress monitoring data.

<https://ed.sc.gov/educators/educator-effectiveness/measuring-student-growth/slo/slo-scoring-rubric-2021/>

Access to SLO data for EPP graduates began in 2019. It must be noted that the 2019-2020 academic year proved nothing short of challenging given the start of the pandemic in spring 2020 – the same time when typical post-data collection occurred for SLOs.

	2020-21		2019-20 ¹		2018-19	
	Number	Percentage	Number	Percentage	Number	Percentage
Exemplary	37	29.6	24	15.7	44	29.5
Proficient	82	65.6	82	53.6	91	61.1
Needs Improvement	5	4.0	8	5.2	6	4
Unsatisfactory	1	0.8	1	0.7	1	0.7
N/A	0	0	38	24.8	7	4.7

¹SLOs often use standardized assessments as the outcome measure. Due to COVID-19, many schools did not administer common assessments in spring 2020 resulting in 25% of student growth data being designated as “N/A.”

Data from 2021 indicates 95.2% of graduates score exemplary or proficient in demonstrated student growth of at least 75%. They establish appropriate and attainable goals and use progress monitoring to adjust instruction, as needed. Of the remaining six graduates (4.8%), five (three early childhood, one elementary, one music) were identified as needing improvement and one was unsatisfactory (music). Although details are not available regarding specific reasons for the ratings, all graduates except one met the overall ADEPT requirements. This indicates a probable issue with the percentage of student learning growth with five of the six at less than 75% and one at 50% or below.

Graduate performance identified as exemplary or proficient increased dramatically from 2020 (25.9%) and somewhat from 2019 (4.6%). The change from 2020 to 2021 is expected due to impacts the pandemic had on instruction and assessment. It is definitely a positive outcome to

illustrate graduates' impact back on track in 2021.