

## Impact on P-12 Student Learning and Development

In 2020-2021, graduate impact was examined for the first time through the Student Learning Objective (SLO) criteria that is now part of the state teacher evaluation system. The *Expanded ADEPT Support and Evaluation System for Classroom-Based Teachers* (2018) (Expanded ADEPT) “is designed to continuously develop educators at all performance levels through an evaluation system that is valid, reliable, and fair and that produces actionable and constructive feedback to support professional growth.” Although the EPP still does not have access to standardized assessment data per candidate, the SLO criteria provides valid and reliable data regarding individual graduates’ impact on student learning over time.

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.” Focusing on the learner’s continual growth over time, as opposed to mastering specific skill sets within a set timeframe, 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.

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](http://www.ctacusa.com)).

SLOs are scored in one of four categories as described in the rubric below.

Score	Criteria
<b>Exemplary</b>  <b>4</b>	<input type="checkbox"/> <b>90% -100%</b> of students showed evidence of growth as established in the educator's SLO conference(s).
	<input type="checkbox"/> Educator set up rigorous goals(s); skillfully assessed and monitored progress; and strategically revised instruction in response to ongoing progress monitoring.
<b>Proficient</b>  <b>3</b>	<input type="checkbox"/> <b>75% -89%</b> of students showed evidence of growth as established in the educator's SLO conference(s).
	<input type="checkbox"/> Educator set up attainable goals(s); assessed and consistently monitored progress; and adjusted instruction in response to progress monitoring.
<b>Needs Improvement</b>  <b>2</b>	<input type="checkbox"/> <b>51% -74%</b> of students showed evidence of growth as established in the educator's SLO conference(s).
	<input type="checkbox"/> Educator set up goals(s); assessed and inconsistently monitored progress; and inconsistently or inappropriately adjusted instruction.
<b>Unsatisfactory</b>  <b>1</b>	<input type="checkbox"/> <b>0% -50%</b> of students showed evidence of growth as established in the educator's SLO conference(s).
	<input type="checkbox"/> 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.

	2021-22		2020-21		2019-20 <sup>1</sup>		2018-19	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
<b>Exemplary</b>	39	30.7%	37	29.6%	24	20.9%	44	31.0%
<b>Proficient</b>	83	65.4%	82	65.6%	82	71.3%	91	64.1%
<b>Needs Improvement</b>	4	3.1%	5	4.0%	8	7.0%	6	4.2%
<b>Unsatisfactory</b>	1	0.8%	1	0.8%	1	0.9%	1	0.7%
<b>N/A</b>	4		0		38		7	

<sup>1</sup>SLOs 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 2021-22 indicates 96.2% 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 five graduates (3.9%), four (two elementary, two middle level) were identified as needing improvement and one was unsatisfactory (early childhood). 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 four of the five at less than 75% and one at 50% or below.

Graduate performance identified as exemplary or proficient increased from 95.2% in 2020-21 to 96.2% in 2021-22, a 1.0% increase. This upward trend seems to indicate the impacts of the pandemic in 2020 are diminishing. Annual comparisons of this data post-pandemic will be an important and informative component of our continuous improvement process.