

OUTCOME MEASURE 1: Fall 2018 Completer Impact Pilot

The Completer Impact on Student Learning data is a collection of Renaissance STAR data on recent completers. It shows Student Growth Percentiles (SGP) for the entire class of students taught by UAPB completers. The SGP show the P-12 students' growth from pre-test to post-test compared to a norm referenced group of students. Data reflect the beginning and ending of a semester, not the entire school year. EPP's data charts reflect that all our completers have made some positive impact on P-12 student performance. The pilot consisted of 6 completers all within their first three years of teaching (SP 16 – SP 19); 3 UAPB Early Childhood Education, 2 English Education completers at the initial level, and 1 M.Ed. Science Education Teacher. All completers' SGP scores reflect growth in P-12 student performance on the STAR Reading or Math assessment. SGP scores ranged from 41 to 69 except for one Early Childhood Completer whose students showed an SGP of 14.

This preliminary data is encouraging because we see that our completers are having a positive impact; they appeared to be continuing to develop professionally as the completers with the highest SGP scores as the 2nd and 3rd year teachers. As the EPP would like to see all the SGP in the upper percentiles, we realized that a range of factors impact P-12 student performances, and this pilot represents a small sample of our completers. This initial pilot has helped us to develop a plan to refine our completers' data collection processes and to request more meaningful data. Moving forward, the EPP will collect and examined multiple data sources, including ACT ASPIRE, Renaissance STAR SGP, and Pre and Post-Test Scores. The EPP will provide building level administrators with sample format for the Growth Reports. Moreover, the EPP anticipate that we will be included in the Arkansas Department of Education (ADE) Growth Reports in the future. During the first year of the ADE's Growth Report, the EPP had a much smaller completer class than expected. UAPB's School of Education expects the data will provide a third source to triangulate and strengthen our collection and analysis.

Completer Impact on Student Learning Data Chart

SGP: Student Growth Percentage shows the norm-referenced growth of the teacher's class between two points in time (i.e. pre and post-test).

R: Range of individual student growth within the class

<i>Initial Level Completers</i>	<i>Grade Level</i>	<i>STAR TEST</i>	<i>N=</i>	<i>Student Growth Percentile</i>
<i>ECE 1 (SP 16)</i>	<i>3rd</i>	<i>Reading</i>	<i>21</i>	<i>51</i>
<i>ECE 2 (SP 17)</i>	<i>4th</i>	<i>Math</i>	<i>25</i>	<i>10% increase No SGP Provided Moved class from "In Need of Support" to "Close" in</i>

				<i>performance categories</i>
<i>ECE 3 (SP 18)</i>	<i>3rd</i>	<i>Reading</i>	<i>19</i>	<i>14</i>
<i>English 1(SP 17)</i>	<i>High School</i>	<i>Reading</i>	<i>104</i>	<i>69</i>
<i>English 2 (SP 18)</i>	<i>7th</i>	<i>Reading</i>	<i>85</i>	<i>43</i>
<i>M.Ed. Completer</i>	<i>Grade Level</i>	<i>STAR TEST</i>	<i>N=</i>	<i>Student Growth Percentile</i>
<i>Science (F 17)</i>	<i>High School</i>	<i>Reading</i>	<i>27</i>	<i>51</i>

OUTCOME MEASURE 1: PHASE IN PLAN

Relationship to the Standard:

Outcome Measure 1: Completer Impact on P-12 Student Learning and Development and CAEP 4.1 The provider documents, use multiple measures that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures which include the following: value-added measures, student-growth percentiles, and student learning and development objectives. These are required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.

The EPP is actively engaged in the process of implementing and refining a plan to measure program completer impact on P-12 student learning growth, including an Arkansas Department of Education (ADE) value added measure, Renaissance STAR student growth percentiles, and ACT ASPIRE testing data. EPP developed MOUs with partner school districts including data sharing responsibilities on EPP completers and conducted a pilot during the fall 2018 semester to examine completers’ impact, test collection procedures, and examine data quality. The EPP learned several lessons conducting the pilot:

Lesson 1: Direct communication with building level administrators is key to the data collection process. Our initial efforts focused on the central office administrators who were involved in the MOU process where we highlighted our data needs. In some instances, our data needs were not conveyed or inaccurately conveyed to building level administrators. The most useful and

consistent data was collected through face to face meetings between the EPPs CAEP Coordinator and building level administrators.

Lesson 2: Examples/samples of data reports need to be provided to building level administrators so that they will understand exactly what the EPP needs relative to meaningful data.

Lesson 3: Focus groups with administrators and completers need to be held in order to further refine the process and to solidify what constitutes meaningful data.

Lesson 4: We should examine the completers' first three years to see if there is evidence of growth in our completers' ability to impact student learning growth.

The EPPs Phase-in Plan is designed to address the expectations of the standard and each of the lessons that we learned while conducting the pilot.

Timeline:

Fall 2018	<p>Pilot and Analysis of Data.</p> <ul style="list-style-type: none"> • Requested and Reviewed ADE Value-Added Report, ACT ASPIRE, and Renaissance STAR data. The ADE Report did not include UAPB completers and ACT ASPIRE data provided was inconsistent and did not adequately lend itself to comparison. • Analyzed STAR Data using pre and post-test scores.
Spring 2019	<p>Re-examine Collected Data</p> <p>Re-examined collected data and discussed improving data collection resulting in the following determinations:</p> <ul style="list-style-type: none"> • The same three data sources will be sought each year ADE Value Added Report, ACT ASPIRE, and Renaissance STAR data. • Building level administrators will be provided with a sample of Summary STAR data requested including SGP, pre & post-test, and change data; sample of Summary ACT ASPIRE data report including mean scale scores and pre and post assessment, as well as rank of scale scores from 1 (In Need of Support) to 4 (Exceeding). • UAPB data should be included in subsequent ADE Value Added Reports. EPP completer cohorts tend to range from 5 to 10 completers. The Fall 17 cohort, which the ADE Report measured, was an anomaly with only 2 completers.

<p>Fall 2019 - Spring 2020</p>	<p>Develop Standardized Collection Procedures & Discuss with Stakeholders.</p> <ul style="list-style-type: none"> • Identify samples to share with building administrators (completed) • Convene Focus Group consisting of administrators and completers that participated in the pilot to discuss and codify collection procedure • Review latest ADE Value Added Report (should include UAPB data).
<p>Fall 2020</p>	<p>Standardize Procedure</p> <ul style="list-style-type: none"> • Take written procedure before TEAC for Approval • Full Implementation

Resources:

No additional resources are needed in this process. Focus group will be convened during spring 2020 semester.

Data Quality:

The piloting process has been key to ensuring data quality. EPP targeted the same three data sources from the beginning, but the pilot showed us the degree of specificity needed in our requests, as well as the proper district personnel to convey our requests in order to ensure quality. Each measure that we have selected is a standardized measure which is collected statewide. Since these are proven state mandated measures that address both value-added and student learning growth percentiles, there is no need to subject them to the EPP validity and consistency protocols. We will ensure quality by having a standardized collection calendar, procedure, and providing samples to building administration which show what ACT ASPIRE and STAR summary reports should look like.