



School of Education

College of Education and Behavioral Sciences

Eight Annual Performance Measures:

EPP Performance

Fall 2019 – Spring 2020

Eight Annual Reporting Measures – EPP Performance

Performance Measures	EPP Performance
Program Impact	
1. Impact that completers' teaching has on P-12 learning and development	Completers' Impact on P-12 Learning (STARS data) p. 3
2. Indicators of teaching effectiveness	PPAT: Analysis of Data p. 5
3. Results of Employer surveys	Employer survey – EPP Prepared in-Service Teachers (3 year rotation)
4. Results of Completer surveys	Exit survey – BS ED Completers – 2019-20 p. 6
Program Outcome and Consumer Information	
1. Graduation rates from preparation programs	Graduation Rate: 98.3%
2. Ability of completers to meet licensing (certification) and any additional state requirements.	100% alignment between graduation requirements and licensing (certification) requirements.
3. Ability of completers to be hired in education positions for which they were prepared (hiring rates).	Spring 2019-20: 100%
4. Student loan default rates and other consumer information.	Loan default rate (university): 8.2%

Completer's Impact on P-12 Student Learning and Development (4.1): STARS data

Student / Teacher Accountability and Reporting System						
2018-19 Academic Year	English Language Arts			Math		
	State	District 1	District 2	State	District 1	District 2
% of Students Demonstrating Proficiency	53.51	59.11	48.12	44.31	47.21	35.75
% of Students Demonstrating Growth	55.93	60.36	59.22	51.02	50.65	50.10

* Due to COVID-19 2019-2020 data are not available. These are previous year data.

Student / Teacher Accountability and Reporting System		
College and Career Readiness 2019-2020 Academic Year: Average ACT scores (out of 36)		
State ACT Benchmarks	District 1	District 2
English > 18		
Math > 20		
Average ACT	26	25
Math	25	25
Reading	27	26
English	25	23
Science	26	24

College and Career Readiness Measure SD DOE Report Card Information		
	District 1	District 2
Course Work Readiness	93%	76%
Assessment Readiness	83%	62%
College and Career Readiness	78%	54%

Calculation of Course Work and College and Career Readiness Scores

Assessment Readiness for College or Career	Coursework Readiness for College or Career*
<i>Student must meet 1 readiness indicator</i>	<i>Student must meet 1 readiness indicator</i>
<ul style="list-style-type: none"> • College English Readiness- meet 1 of 3 options: <ol style="list-style-type: none"> 1. State Assessment-ELA (Level 3 or 4) 2. ACT English (sub-score 18) 3. Accuplacer-Sentence Skills (score 86-120) 4. Accuplacer NextGen*Writing (score 263+) • College Math Readiness- meet 1 of 3 options: <ol style="list-style-type: none"> 1. State Assessment-Math (Level 3 or 4) 2. ACT Math (sub-score 20) 3. Accuplacer-Algebra (score 76-120) Or 4. Accuplacer NextGen-Quantitative Reasoning, Algebra & Statistics (score 255-300) 	<ul style="list-style-type: none"> • CTE Concentrator <ul style="list-style-type: none"> ✓ 2 credits within 1 career cluster • Dual credit <ul style="list-style-type: none"> ✓ 1 course completed with a C or higher • Advanced Placement exam <ul style="list-style-type: none"> ✓ 1 course completed with an exam score of 3 or higher
<ul style="list-style-type: none"> • Career English and Math Readiness- earn silver or higher <ul style="list-style-type: none"> ✓ National Career Readiness Certificate 	

** Progress towards post-high school credentials is labeled as "Coursework Readiness for College or Career" in this table. NextGen is the new Accuplacer assessment in 2018-19.*

Completer's Teaching Effectiveness (4.2): PPAT

Factor	Year	Number of Students	Total Points Possible	Mean	Standard Deviation
Total Task 1 Score	2019-2020	115	68	62.52	3.61
Total Task 2 Score			12	9.06	1.33
Total Task 3 Score			16	11.88	1.83
Total Task 4 Score			32	23.46	3.72
Total Tasks 2, 3, 4 Score			60	44.39	5.02

Satisfaction of Completers (4.4 / A4.2): Completer Exit Survey

Completer Survey Results 2019-2020 Reported as percentage N= 121				
Item		NA 1-3 lowest	4	5
1	The teacher demonstrates understanding of the fundamental concepts, tools of inquiry, and structures of the content she or he teaches.	6	37	78
2	The teacher demonstrates understanding of how students develop and learn and designs instruction that promotes their mental, social, and personal development.	5	37	79
3	The teacher uses research on pedagogy to create meaningful learning experiences.	9	34	78
4	The teacher respects all students and appreciates students from diverse cultural backgrounds and those with exceptionalities.	3	8	109
5	The teacher creates instruction designed for students from diverse cultural backgrounds and those with exceptionalities.	10	28	83
6	The teacher uses a variety of instructional strategies to promote students' critical thinking, problem solving, and performance skills.	5	28	88
7	The teacher integrates technology to enhance students' learning.	12	28	81
8	The teacher establishes a safe and positive classroom climate.	3	9	108
9	The teacher demonstrates understanding of motivation and behavior to create a classroom environment that encourages active learning and self-motivation.	2	30	89
10	The teacher uses effective verbal, non-verbal, and media communication techniques in the classroom.	8	28	85
11	The teacher plans instruction effectively based upon knowledge of subject matter, students, community, and curriculum frameworks, including state and national standards.	7	28	86
12	The teacher demonstrates understanding of assessment strategies to ensure students' intellectual, social, and physical development.	10	33	78
13	The teacher reflects upon and evaluates instructional practices to support student learning.	3	35	83
14	The teacher continually seeks opportunities for professional growth and development.	5	23	92
15	The teacher communicates and interacts positively with parents/guardians, colleagues, and the community.	4	27	90
16	The teacher demonstrates understanding of the legal and ethical responsibilities of the teaching profession.	3	20	98

Final Appraisal Data Aggregate Clinical Educator

N= 148

% Distinguished or Proficient by Clinical Educator

inTASC1a	96
inTASC1b	94
inTASC2	95
inTASC3a	90
inTASC3b	94
inTASC3c	87
inTASC4	94
inTASC5a	93
inTASC5b	96
inTASC6a	90
inTASC6b	90
inTASC7a	93
inTASC7b	93
inTASC7c	92
inTASC8a	90
inTASC8b	90
inTASC8c	93
inTASC9a	97
inTASC9b	97
inTASC10a	93
inTASC10b	93
EPP minimum acceptable rate 80%	

Number of students with Basic

0 = 117

1 to 3 = 16

4 to 6 = 7

Above or =7 = 8