

#### 4.1 Expected Level of Student Learning Growth

Student assessment data provided by IUP's completers demonstrate clearly that program completers contribute to an expected level of student growth. Various assessment data, including but not limited to, Student Learning Outcomes data, I-Ready data, Advanced Placement test scores, and DIBELS data were provided and document the impact completers have on student learning. These data sources are common school districts' assessments of student learning. The "Elective Rating" on teachers' final evaluations for Student Learning Outcomes (SLOs) reflects the following levels: If 0%-69% of the students meet the Performance Indicator (PI) targets, the teacher is labeled as Failing. If 70%-90% of the students met PI targets, the teacher is labeled as Needs Improvement. If 80-89% of the students meet PI targets, the teacher is designated as Proficient. If 90%-100% of students meet PI targets, the teacher is rated as Distinguished. Some completers provided three cycles of data; other completers provided one or two cycles of students' assessment data. Sample information from the full case studies and data only case studies are provided and organized by IASD, PPSD, and Recent Graduates.

Three completers from the IASD presented SLO data from 2014-2015 and 3/3 had 100% of their students meeting their SLO goals. Nine IASD teachers presented data from 2015-2016; six teachers demonstrated 100% of students mastering their SLO data; one teacher's data illustrated 95% (all but one) of the students reaching mastery; one teacher's data showed 94% of the students reaching the target goal; one IASD teacher's data illustrated that 78% of the students in his class reaching the goal. In 2016-2017, seven IASD teachers' data illustrated 100% of the students reaching mastery of SLOs. IASD SHSS1 used the Advanced Placement U.S. History Exam to demonstrate his impact on student learning; the total pass rate of his students was 82% compared to the national average of 52%. SHSS1 also used his SLO data to demonstrate students' academic growth. His goal was to demonstrate "growth through higher scores on the 2016 Released APUSH Exam" and 27/28 (96%) of his students raised their scores with three students raising their scores over 100% (See IASD Case Studies).

One PPSD teacher's 2015-2016 data showed 100% mastery of her SLO and one PPSD teacher's data illustrated students showing growth on most of the DIBELS assessments. PPSHS1's students all showed positive growth percentages from DIBELS maze and oral reading fluency evaluations. In 2016-2017, one PPSD teacher's data demonstrated 80% of her students showing growth on the Kindergarten Assessment and 14/15 students making positive gains on the DIBELS; another teacher's data showed 100% of her students meeting the goal of her SLO (See PPSD Case Studies).

Recent graduates provided data that verified their students were reaching target levels. RG1 submitted baseline and midterm essay data from fall 2017; 11/24 (46%) of her students made gains thus far in the school year (two students did not write for the baseline data and two students did not complete a midterm). Comments from RG1 regarding her students' results are documented in the case study. RG2's data illustrated 100% of her students mastered SLO goals in 2016 and 2017; RG3 presented pre- and post- unit test scores where all of the students showed positive growth percentages with over half of the students demonstrating over 100% growth. RG4 (Learning Support Teacher) provided Lexile scores (2017-2018): 9/13 (69%) of his students

showed gains from the beginning to the end of the school year (See Recent Graduates' Case Studies).

All IUP completers were evaluated as Proficient or Distinguished and Satisfactory on their year-end evaluations (See IASD Case Studies, PPSD Case Studies, Recent Graduates' Case Studies).

The EPP understands the limitations of these results. First, some of these teachers had many years of experience so full credit cannot be attributed to their IUP preparation for their impact on the learners. The districts provide in-service opportunities to support teachers' professional growth. Secondly, the completers provided the assessments they wanted to highlight. There might have been other assessments for which students were not meeting the targeted learning goals; however, since they were all rated as Satisfactory, they met the year-end expectations. In the future, the EPP will attempt to gain access to additional data sets including State assessment data.

[See IASD Case Studies](#)

[See PPSD Case Studies](#)

[See Recent Graduates' Case Studies](#)