Impact on Student Learning and Development

Though Connecticut requires standardized testing of students at various points during their school years, CSDE does not share testing data with Schools of Education. Therefore, to demonstrate our completers' impact on student learning, the EPP analyzed a number of alternative data sources. We include data on completers' Student Learning Objectives (SLOs) for their students, to demonstrate academic growth, as well as data from completer and employer surveys and focus groups.

Our findings, taken from multiple measures, suggest that our completers are successfully impacting their students' learning and development.

4.1.a Completers' SLO Data

"At the heart of an SLO is a specific learning goal and a specific measure of student learning used to track progress toward that goal."[1] Surveys pertaining to SLOs and percentage of students meeting target, were designed by the EPP, vetted by the Advisory Board, and sent to 2017 and 2018 completers hired in CT, MA, NY and NJ for the 2017-18 and 2018-19 school years. Respondents constituted an approximately representative sample of EPP completers (Table 4.1.a.1). Overall, 65.5% of SLOs were met or exceeded (Figure 4.1.a.1), 68.1% and 57.0% for Elementary and Secondary levels, respectively (Table 4.1.a.2). Assessments associated with SLOs are presented in Table 4.1.a.3. Because completers teach different grades, assessments varied. While not possible to generalize our findings to all completers, we are encouraged by our completers' positive impact on K-12 learners.

We reached out to 2014-2019 completer cohorts in February 2020. Eleven agreed to submit their 2019-2020 SLO results, but due to COVID-19 closures, the data is incomplete. We will continue to collect and examine completers SLOs going forward.

4.1.b. Completers' student growth

Results of various assessments were collected from 7 completers teaching at one of our urban PDS K-8. Please note the high proportion of ELLs these completers teach as all ELLs in the district attend this school (Table 4.1.b.1). Completers provided student assessment results from up to 3 time points (pre-, mid- and post-test) over one year. Percent of students meeting or exceeding individual and district benchmark goals are presented (Table 4.1.b.2).

Trends and External Benchmarks

In the absence of publicly available state data, and the differences in metrics used to assess student learning by regional Schools of Education (SOEs), we are unable to make direct comparisons in student learning between our SOE and other regional SOEs. We instead present students' individual goals and district goals as external benchmarks for Literacy and Math (Table 4.1.b.2).

We are pleased to report respondents constituted an approximately representative sample of EPP completers (Table 4.1.a.1) and that nearly two-thirds of SLOs were met or exceeded (Figure 4.1.a.1; Table 4.1.a.2). We find that in the majority of instances, more than half of students in classrooms are meeting or exceeding these goals, particularly noteworthy given the large proportion of students classified as ELLs in these classrooms.

As stated above, the findings, taken from multiple measures, suggest that our completers are successfully impacting their students' learning and development across grade levels and content areas.
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[1] https://www2.ed.gov/programs/racetothetop/communities/slo-targeting-growth.pdf

Measure 1: Data Table Guide

4.1.a Completer Reported SLOs

4.1.b Impact on Student Learning and Development

4.1.a. Completer Reported SLOs

4.1.a.1. Percent of Self-Reported Student Learning Outcomes by Completer Program Area

	2017 (n = 17)	2018 (n = 9)
Usable Response Rate	41.4%	26.5%
Elementary program	64.7%	88.9%
Secondary program		
English	11.8%	0%
Math	11.8%	11.1%
History	5.9%	0%
Biology	5.9%	0%

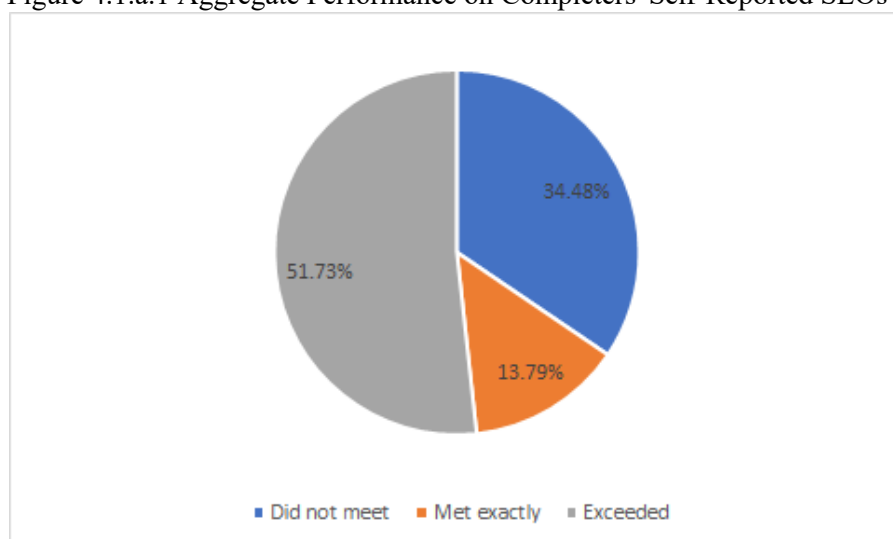Figure 4.1.a.1 Aggregate Performance on Completers' Self-Reported SLOs (n=29)

Table 4.1.a.2. Percent of SLO Goals Met as Reported by 2017 and 2018 Completers

	2017 N	2018 N	2017 Did Not Meet	2017 Met Exactly	2017 Exceeded	2018 Did Not Meet	2018 Met Exactly	2018 Exceeded
Elementary								
ELA	6	6	16.67%	16.67%	66.67%	33.33%	16.67%	50%
Math	8	2	37.5%	25%	37.50%	50%	0%	50%
All Elementary SLOs	14	8	28.57%	21.43%	50%	37.5%	12.5%	50%
Secondary								
English	2	0	50%	0%	50%			
Math	2	1	50%	0%	50%	100%	0%	0%
History	1	0	0%	0%	100%			
Biology	1	0	0%	0%	100%			
All Secondary SLOs	6	1	33.33%	0%	66.67%	100%	0%	0%

Standard 4.1 Impact on Student Learning and Development:

Completer Focus Group – Student Growth

Table 4.1.a.3. Student Growth: SLO Assessments Provided by Completers – Fair Haven School

Literacy Assessments	Math Assessments
Phoneme Segmentation Fluency (PSF)	Common Core State Standard (CCSS)[b] Math Test
Letter Sounds (LS)	Fact Fluency (FF)
Developmental Spelling Assessment (DSA)	Math Fluency-Subtraction (MF-S)[c]
Scholastic Reading Inventory (SRI)[d]	Math Fluency-Division (MF-D)[e]
Benchmark Assessment System (BAS)[a]	
Reading Inventory (RI)	

a. The goal of BAS is to determine the level of text that the student can read at an instructional level (90-94% accuracy and comprehension). It has no district benchmarks but is used to set individual goals.
b. At all points, a score of 0-69 is *Basic*, 70-79 is *Proficient*, and 80-100 is *Goal*.
c. On MF-S students are given five minutes to complete 25 subtraction questions (Benchmark 20-25 correct).
d. SRI is a computer-adaptive assessment designed to measure how well students read texts of varying difficulties. The score is a lexile level, and the expectation is to reach the 740-940L range in fourth grade. Due to the large proportion of ELLs, growth is a more meaningful indication of learning.
e. On MF-D students are given five minutes to complete 50 division questions (0-34 *Basic*; 35-39 *Proficient*; 40-50 *Goal*).

Table 4.1.b.1. Student Growth: Completer and Student Demographics - Fair Haven School

Completer ID[a]	Grade/s Completer Currently Teaches and Discipline (if applicable)	Year Graduated from QU	Number of Students Completing the Survey	Percent of Students Identified as English Learners	Number of Students with IEPs/504s
Lynn	Kindergarten	2017	17	NA	IEP = 1
Abigail	Kindergarten	2014	37	89.1	NA
Molly	Kindergarten	2017	18	77.7	IEP= 4/504 = 1
Celia	Second grade	2014	25	48.0	IEP=4
Naomi	Fourth grade	2017	18	100.0	IEP=4
Julie	Fourth grade	2018	19	26.3	IEP=1/504=3
Valerie	Seventh and Eighth Grade English	2015	66	"most"[b]	504=12

a. Note that all completers have been given pseudonyms.
b. This completer did not provide the actual number of English learners in her classroom. In a focus group, she said "most" of the students in her classroom are English learners

Table 4.1.b.2. Percent of Students Meeting or Exceeding Individual Goals (IND) and District (DST) Benchmarks at Posttest

	Kindergarten						Second grade		Fourth grade				7th & 8th grade English	
	Lynn		Abigail		Molly		Celia		Naomi		Julie		Valerie	
	IND	DST	IND	DST	IND	DST	IND	DST	IND	DST	IND	DST	IND	DST
Literacy														
PSF	53	52	80	60	56	50								
LS			53											
DSA							46							
SRI									60		36	41		
BAS		41[a]		100		44	100	73	86					
RI													83	72
Mathematics														
CCSS-math	82	53	67	98	100	75	100	58						
FF			100	100										
MF-S							87	63						
MF-D									68	73		50		

a. For the BAS in kindergarten, participants did not provide individual goals—rather, the goal for all children was to be reading at the district benchmark by posttest (Level D). Therefore, no data is provided for the percent of children meeting individual goals for this assessment.

Kindergarten

More than 50% of students met or exceeded their individual and district PSF goal, (Table 4.1.b.3), between 35-83% moved out of the lowest reading levels (BAS; Table 4.1.b.4), and 53% of students met their individual LS goal (Table 4.1.b.5). By posttest, on average, all classes met, or were within 0.5 points of, goal CCSS-math scores (Table 4.1.b.6.) and 66%-100% of students met or exceeded individual goals. One completer provided FF data for 8 students who scored at or above 99 on the mid-year CCSS-math (no district benchmark).

Table 4.1.b.3. Completers' Student Scores, Growth, and Progress Toward Goals on Phoneme Segmentation Fluency (PSF[a]) Assessment at Pretest, Mid-Year, and Posttest

| | Pretest | Mid-Year | Posttest | Average Growth from Pretest to Posttest | Percent of Students Meeting/ Exceeding | Percent of Students Meeting/ Exceeding |
	Mean (SD, range)	Mean (SD, range)	Mean (SD, range)	Mean (SD, range)	Individual Goal	District Goal
District Benchmark Scores	4-11	10-19	25-39			
Lynn (n = 17)	2.82 (4.07, 0-12)	10.76 (8.44, 0-30)	26.71 (14.76, 1-45)	23.88 (13.95, 1-43)	53%	52.94%
Abigail (n = 5)[a]	2.60 (3.05, 1-8)	16.60 (7.64, 11-30)	31.40 (14.88, 18-57)	28.80 (15.64,17-56)	80%	60%
Molly (n =16)	4.25 (9.17, 0-35)	12.31 (8.09, 3-37)	30.38 (13.87, 6-48)	26.13 (12.90, 6-43)	56%	50%

a. PSF evaluates students' fluency with a specific aspect of phonemic awareness, segmentation, which a key foundation for beginning reading and writing.
b. Abigail only provided scores for five students on the PSF Assessment because they comprised a subgroup of students that met their Letter Sound goals by mid-year and were therefore ready for this more difficult assessment. These five students were included in the Letter Sound data for Abigail found later in this report.

Table 4.1.b.4. Percent of Students Reading at Varied Levels at Mid-Year and Posttest on the Benchmark Assessment System (BAS[a]) and Average Increase in the Number of Reading Levels from Mid-Year to Posttest

| | Mid-Year | | | Posttest | | | |
	Levels A-C	Levels D-F	Level G and Above	Levels A-C	Levels D-F	Level G and Above	Mean Growth in Reading Level from Mid-Year to Posttest (SD, Range)
Lynn (n = 17)	94%[a]	0%	5.8%	59%	17%	24%	2.41 levels (1.87, 0-7)
Abigail (n = 6)	83%	17%	0%	0%	67%	33%	3.17 levels (1.33, 2-5)
Molly (n = 16)	100%	0%	0%	56%	44%	0%	1.56 levels (.81, 0-3)

a. On BAS, teachers provide a leveled text to students, record the student's accuracy reading this text, and ask the student questions to evaluate comprehension of the text. Text levels increase in difficulty from A to Z.
b. All percents are to be interpreted as the percent of students reading at that level within the assessment period; so, for example, 94% of Lynn's students were reading Levels A-C at the mid-year assessment.

Table 4.1.b.5. Completers' Student Scores, Growth, and Progress Toward Goals on Letter Sounds

| | Pretest | Mid-Year | Posttest | Average Growth from Pretest to Posttest | Percent of Students Meeting/ Exceeding Individual | Percent of Students Meeting/ Exceeding District |
	Mean (SD, range)	Mean (SD, range)	Mean (SD, range)	Mean (SD, range)	Goal	Benchmark
Abigail (n = 34)	2 (3.03, 0-10)	15.65 (8.93, 0-25)	21.27 (6.93, 1-26)	19.27 (6.64, 1-26)	53%	N/A

Table 4.1.b.6. Completers' Student Scores, Growth, and Progress Toward Goals on the Common Core State Standard Math Assessment at Pretest, Mid-Year, and Posttest

| | Pretest | Mid-Year | Posttest | Average Growth from Pretest to Posttest | Percent of Students Meeting/ Exceeding Individual | Percent of Students Meeting/ Exceeding District |
	Mean (SD, range)	Mean (SD, range)	Mean (SD, range)	Mean (SD, range)	Goal	Benchmark
Lynn (n = 17)	22.21 (16.35, 1-65)	60.03 (25.77, 11-89.5)	79.62 (18.79, 40-100)	57.41 (16.03, 30-77)	82%	53%
Abigail (n = 35)	16.42 (14.82, 0-61)	77.94 (22.85, 20-100)	95.26 (4.19, 87-100)	80.91 (7.07, 55-97)	66.67%	98%
Molly (n =16)	27.06 (15.66, 5-62)	69.09 (22.65, 29-100)	89.41 (10.02, 73-100)	62.34 (12.46, 38-81)	100%	75%

Second Grade

All students met or exceeded individual BAS goals (Table 4.1.b.7.) and 73% met or exceeded district benchmark. On DSA, 46% met or exceeded individual goal, administered to a subset of students (Table 4.1.b.8) the majority of whom were ELLs and not ready for BAS. On CCSS-math (4.1.b.9), 58% of students achieved *Goal* at posttest and all met their individual goal. Over 60% of students met benchmark and almost 90% met their individual goal on MS-F (Table 4.1.b.10).

Table 4.1.b.7. Average Student Growth from Pre- to Posttest on the Benchmark Assessment System for Celia

Participant	Growth from Pretest to Posttest Mean Reading Level (SD, Range)	Percent of Students Meeting or Exceeding Individualized Goal	Percent of Students Meeting or Exceeding District Benchmark at Posttest
Celia (n = 22)	3.55 levels (1.28, 2-7)	100%	73%

Table 4.1.b.8. Student Scores, Growth, and Progress Toward Goals on the Developmental Spelling Assessment (DSA[a]) at Pretest, Mid-Year, and Posttest

	Pretest	Mid-Year	Posttest	Average Growth from Pretest to Posttest	Percent of Students Meeting or Exceeding Individual Goal
	Mean (SD, range)	Mean (SD, range)	Mean (SD, range)	Mean (SD, range)	
Celia (n = 11)	11.27 (5.44, 0-21)	14.64 (5.89, 0-24)	16.46 (6.07, 3-24)	5.18 (3.13, 0-11)	46%

a. The DSA is an assessment of student's ability to accurately hear, and record the sounds they hear, in a series of words.

Table 4.1.b.9. Student Scores, Growth, and Progress Toward Goals on the Common Core State Standard Math (CCSS-Math) Assessment at Mid-Year and Posttest

	Mid-Year	Posttest	Average Growth from Mid-year to Posttest	Percent of Students Meeting or Exceeding Individual Goal	Percent of Students Meeting or Exceeding District Benchmark
	Mean (SD, range)	Mean (SD, range)	Mean (SD, range)		
Celia (n = 12)	66.08 (14.64, 44-84)	84.08 (10.02, 69-100)	18 (8.28, 4-34)	100%	58%

Table 4.1.b.10. Student Scores, Growth, and Progress Toward Goals on the Math Fluency-Subtraction Assessment at Pretest, Mid-Year and Posttest

	Pretest	Mid-Year	Posttest	Average Growth from Mid-year to Posttest	Percent of Students Meeting or Exceeding Individual Goal	Percent of Students Meeting or Exceeding Benchmark Goal
	Mean (SD, range)	Mean (SD, range)	Mean (SD, range)	Mean (SD, range)		
Celia (n = 32)[a]	10.09 (5.66, 0-18)	17.94 (5.89, 3-25)	18.54 (6.12, 2-25)	9.75 (6.33, 0-19)	87.5%	63.5%

a. Scores were not provided for students who scored a 24 or 25 (n=8) at the mid-year assessment as they appeared to have reached a ceiling on the assessment at that time. As a result, the number of students included in the posttest mean for this class is 24.

Fourth Grade

On average, SRI scores increased (Table 4.1.b.11). Figure 4.1.b.1 shows the increase is due to overall growth among the class. Note that one student (scored 137) was not eligible for the SRI at pre- or mid-year and was excluded from the box plots. Naomi reported 60% of her students met or exceeded individual SRI goal (no data). One completer provided BAS data for students who scored 0 on SRI. Table 4.1.b.12 indicates over 85% of students met their individual BAS goal. One completer provided individual FF-D data (Table 4.1.b.13). Over 70% of her students met district benchmark and 68% of students met their individual goal. The other completer reported 50% of her students met FF-D district benchmark.

Table 4.1.b.11. Student Scores, Growth, and Progress Toward Goals on the Scholastic Reading Inventory at Pretest, Mid-Year and Posttest

	Pretest	Mid-Year	Posttest	Average Growth from Mid-year to Posttest	Percent of Students Meeting or Exceeding Individual Goal	Percent of Students Meeting or Exceeding Benchmark Goal
	Mean (SD, range)	Mean (SD, range)	Mean (SD, range)	Mean (SD, range)		
Julie (n = 22)	557.33 (180.78, 164-904)	575.05 (181.21, 209-922)	613.59 (212.37, 137-887)	81.59 (87.89, -46-257)	36.4%	41%

Figure 4.1.b.1 Julie's Student Scores on the Scholastic Reading Inventory at Pretest and Posttest.
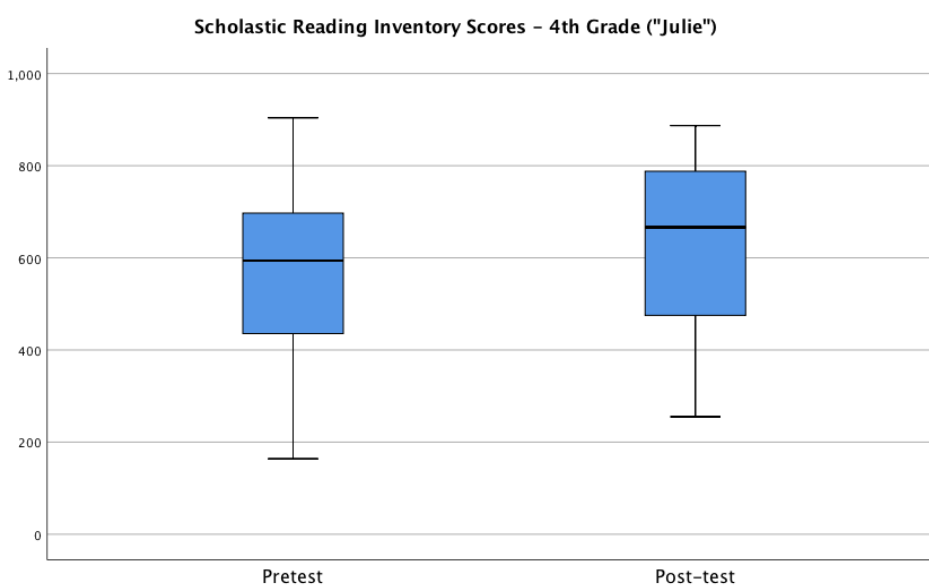
Table 4.1.b.12. Average Student Growth from Pre- to Posttest on the Benchmark Assessment System for Naomi

Participant	Growth from Pretest to Posttest Mean Reading Level (SD, Range)	Percent of Students Meeting or Exceeding Individualized Goal
Naomi (n = 8)	4.75 levels (1.58, 2-7)	85.7%

7th and 8th Grade

More than 80% of students met or exceeded individual RI goals in both classes (Table 4.1.b.14) and over 70% met or exceeded district benchmark. Figures 4.1.b.2 and 4.1.b.3 suggest the increase is the result overall growth among the class. Given the high proportion of ELLs (and students with IEPs) in her class, this growth is noteworthy.

Table 4.1.b.13. Completer's Student Scores, Growth, and Progress Toward Goals on the Math Fluency-Division Assessment at Pretest, Mid-Year and Posttest

	Pretest	Mid-Year	Posttest	Average Growth from Mid-year to Posttest	Percent of Students Meeting or Exceeding Individual	Percent of Students Meeting or Exceeding Benchmark
	Mean (SD, range)	Mean (SD, range)	Mean (SD, range)	Mean (SD, range)	Goal	Goal
Nina (n = 22)	11.41 (12.95, 0-50)	28.14 (16.87, 4-50)	39.5 (14.92, 2-25)	28.09 (14.15, -1-47)	68%	73%

4.1.b.14. Completer's Student Scores, Growth, and Progress Toward Goals on the RI Assessment at Pretest and Posttest

	Pretest	Posttest	Average Growth from Mid-year to Posttest Mean (SD, range)	Percent of Students Meeting or Exceeding Individual Goal	Percent of Students Meeting or Exceeding District Benchmark Goal
	Mean (SD, range)	Mean (SD, range)			
7th Grade RI Scores (n = 43)	887.67 (201.84, 247-1216)	985.21 (207.39, 257-1333)	118.19 (116.77, -80-513)	86%	72%
8th Grade RI Scores (n = 47)	952.89 (186.95, 559-1343)	1039.38 (246.29, 148-14-7)	127.04 (152.71, -158-526)	81%	72%

Figure 4.1.b.2. Valerie's 7th Grade Student Scores on the Reading Inventory at Pretest and Posttest.
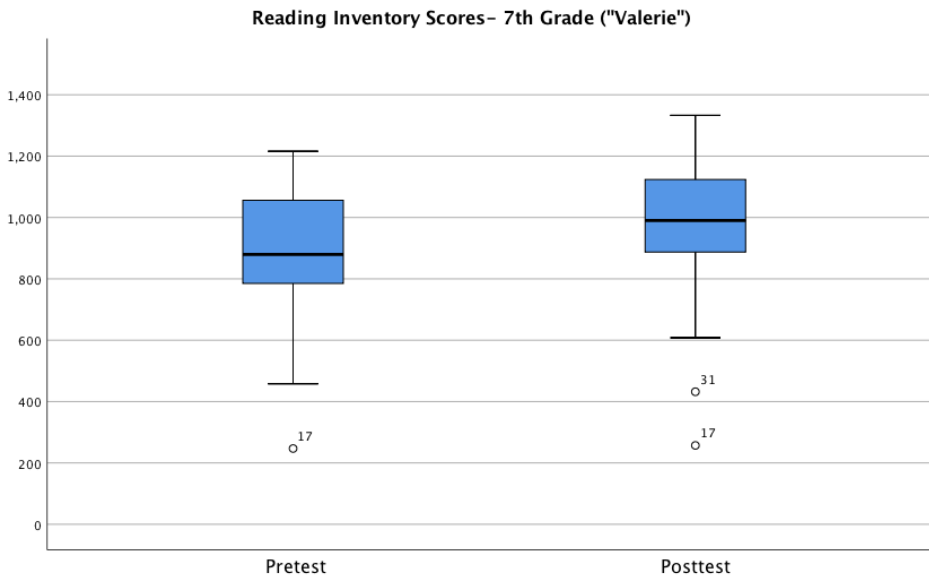

Figure 4.1.b.3. Valerie's 8th Grade Student Scores on the Reading Inventory at Pretest and Posttest.