

Measure 1: Completer Effectiveness

(a) completer impact in contributing to P-12 student-learning growth

During the 2022-2023 academic year, 106 completers from USC Upstate’s College of Education, Human Performance, and Health were formally evaluated under South Carolina’s Expanded Assisting, Developing, and Evaluating Professional Teaching (ADEPT) system. Typically, classroom teachers undergo this evaluation process in their first 3-5 years of their teaching experience. Out of the 106 completers, we were able to verify current employment (school / grade) and contact information (school email address) for 98 completers through an online search. From this subset, we invited 4-5 alumni from each of the eleven initial licensure programs offered at Upstate for a focus group interview (Early Childhood, Elementary, Middle Level, Secondary - Science, Secondary - Math, Secondary - Social Studies, Secondary - English, Physical Education, Secondary – Spanish, Special Education: Learning Disabilities, and Special Education: Visual Impairment (MAT)). Fifteen completers agreed to participate in the case study.

It is important to note: Art Education, a program housed in the College of Arts, Humanities, and Social Sciences, operates independently of the CoEHPH.

A description of participants is provided below:

Pseudonym	Program	Semester/ year of completion	ADEPT Formal Evaluation Year
Completer 1	Early Childhood	Spring 2021	2023
Completer 2	Elementary	Spring 2021	2023
Completer 3	Elementary	Fall 2020	2023
Completer 4	Elementary	Spring 2021	2023
Completer 5	Elementary	Spring 2021	2023
Completer 6	Middle – Math	Spring 2021	2023
Completer 7	Middle – Social Studies	Spring 2021	2023
Completer 8	Secondary – English Language Arts	Spring 2021	2023
Completer 9	Secondary – English Language Arts	Spring 2021	2023
Completer 10	Secondary – Social Studies	Fall 2020	2023
Completer 11	Secondary – Social Studies	Spring 2021	2023
Completer 12	Secondary – Social Studies	Spring 2021	2023
Completer 13	Special Education – Visual Impairment (MAT)	Spring 2020	2023
Completer 14	Physical Education	Fall 2020	2023

Measure 1: Completer Effectiveness

(a) completer impact in contributing to P-12 student-learning growth

Completer 15 Physical Education Fall 2019 2023

Results of Student Achievement Data

All completers provided detailed data demonstrating evidence of student growth across the school year. A variety of data was provide based on each participant’s SLO for the academic year. The table below offers an overview, by completer, of the outcomes as measured by the SLO for each participant. Demographic data has been included to provide further context.

Table 2: Outcomes of P-12 Learners

Pseudonym	School Demographics	Student Learning Objective(s)	Percentage of students meeting target
Completer 1	Suburb: Large Total Students: 742 85% - African American 6% - Hispanic 5% - Two or more races 3% - White 1% - Asian or American Indian/Alaska Native 100% - FARM ¹	2 nd graders (n=17) will achieve designated RIT point increase on MAP Reading assessment.	76% of students (13 of 17) achieved their designated RIT point increase on the MAP Reading assessment.
Completer 2	Suburb: Large Total Students: 1,251 53% - White 22% - Hispanic 12% - Asian 8% - African American 4% - Two or more races 1% - American Indian / Alaskan Native or Native Hawaiian / Pacific Islander	3 rd grade students (n=21) will achieve a 70% score, or better, on the Mastery Connect assessment addressing concepts of place value and number sense though 999,999, and rounding numbers to the nearest 10 and 100s place.	71% of students (15/21) showed mastery of these skills on the Mastery Connect assessment.

Measure 1: Completer Effectiveness

(a) completer impact in contributing to P-12 student-learning growth

	49% - FARM ¹		
Completer 3	<p>City: Small</p> <p>Total Students: 926</p> <p>46% - White 38% - African American 9% - Hispanic 4% - Two or more races 3% - Asian, Native Hawaiian / Pacific Islander</p> <p>78% - FARM¹</p>	<p>6th grade students (n=82) will be able to read articles, answer questions, and write responsive essays as seen on the i-Ready test.</p>	<p>50% of students (41/82) were able to read articles, answer questions, and write responsive essays as seen on the i-Ready test.</p>
Completer 4	<p>Suburb: Midsize</p> <p>Total Students: 689</p> <p>40% - White 29% - African American 21% - Hispanic 9% - Two or more races 1% - Asian</p> <p>100% - FARM¹</p>	<p>70% of 4th grade students (n=22) will be able to infer using details from the text and 80% of 4th grade students (n=22) will be able to determine the theme of the text as found on the iReady test.</p>	<p>90% of students (18/20) were able to meet their goals on the iReady test.</p>
Completer 5	<p>Rural: Distant</p> <p>Total Students: 362</p> <p>76% - White 13% - African American 7% - Two or more races 3% - Hispanic 1% - Asian</p> <p>100% - FARM¹</p>	<p>60% of 3rd grade students (n=22) will reach their annual growth target on both the ELA and Math iReady tests.</p>	<p>73% of students (16/22) met their growth target on both the ELA and Math iReady tests.</p>

Measure 1: Completer Effectiveness

(a) completer impact in contributing to P-12 student-learning growth

Completer 6	<p>City: Small</p> <p>Total Students: 692</p> <p>54% - White 25% - African American 11% - Asian 5% - Two or more races 5% - Hispanic, American Indian / Alaskan Native</p> <p>41% - FARM¹</p>	<p>7th and 8th grade Algebra I students (n=23) will score 80%, or higher, on a teacher-created assessment where students are expected to simplify problems using multiple rules within one problem.</p>	<p>87% of students (20/23) scored 80%, or better, on the teacher-created assessment.</p>
Completer 7	<p>City: Small</p> <p>Total Students: 926</p> <p>46% - White 38% - African American 9% - Hispanic 4% - Two or more races 3% - Asian, Native Hawaiian / Pacific Islander</p> <p>78% - FARM¹</p>	<p>8th grade Social Studies students (n=16) should achieve a score of 80%, or higher, on their South Carolina History end-of-year assessment.</p>	<p>69% of students (11/16) achieved a score of 80%, or higher, on the South Carolina History end-of-year assessment.</p>
Completer 8	<p>City: Small</p> <p>Total Students: 2,056</p> <p>49% - African American 31% - White 11% - Hispanic 5% - Two or more races 3% - Asian 1% - Native Hawaiian / Pacific Islander;</p>	<p>English 3 students (n=24) will be able to form thematic statements based on a short story.</p>	<p>100% of students (24/24) scored exemplary in crafting thematic statements based on a short story.</p>

Measure 1: Completer Effectiveness

(a) completer impact in contributing to P-12 student-learning growth

	American Indian / Alaskan Native		
	85% - FARM ¹		
Completer 9	Suburb: Midsize Total Students: 2,671 61% - White 17% - African American 8% - Hispanic 7% - Two or more races 4% - Asian 2% - American Indian / Alaskan Native 1% - Native Hawaiian / Pacific Islander 60% - FARM ¹	English II students (n=17) will meet their projected growth target between the SLO pre-test and SLO post-test.	82% of English II students (14/17) met their projected growth target between the SLO pre-test and SLO post-test.
Completer 10	Rural: Fringe Total Students: 2,596 80% - White 10% - African American 4% - Hispanic 3% - Two or more races 2% - Asian 1% - American Indian / Alaskan Native; Native Hawaiian / Pacific Islander 19% - FARM ¹	9 th grade Human Geography students (n=19) will be able to construct a coherent DBQ (document-based question) essay using evidence provided.	100% of students (19/19) improved their writing of a coherent DBQ essay using the evidence provided.
Completer 11	Rural: Fringe Total Students: 763	75% of 8 th grade Social Studies students (n=79) will meet their growth	90% of 8 th grade Social Studies students (71/79) met their growth target on

Measure 1: Completer Effectiveness

(a) completer impact in contributing to P-12 student-learning growth

	<p>53% - White 22% - Hispanic 18% - African American 6% - Two or more races 1% - American Indian / Alaskan Native; Native Hawaiian / Pacific Islander</p> <p>100% - FARM¹</p>	<p>target on the MAP test and district benchmark test.</p>	<p>the MAP test and district benchmark test.</p>
Completer 12	<p>City: Small</p> <p>Total Students: 808</p> <p>38% - White 34% - African American 23% - Hispanic 2% - Two or more races 2% - Asian 1% - American Indian / Alaskan Native; Native Hawaiian / Pacific Islander</p> <p>58% - FARM¹</p>	<p>7th grade Geography students (n=18) will achieve a rating of met on the MAP reading assessment.</p>	<p>17% of students (3/18) achieved a rating of met on the MAP reading assessment; 28% (5/18) achieved a score of approaching met on the MAP reading assessment; 55 (10/18) achieved a score of not met on the MAP reading assessment.</p>
Completer 13	<p>Suburb: Midsize</p> <p>Total Students: 20</p> <p>45% - White 30% - African American 20% - Hispanic 5% - Asian</p> <p>15% - FARM¹</p>	<p>The teacher will be able to translate a children's book into braille with appropriate tactile graphics.</p>	<p>The teacher attended conferences and workshops to successfully translate books, stories, and poems for students with multiple disabilities.</p>
Completer 14	<p>Rural: Distant</p> <p>Total Students: 466</p>	<p>PE students (n=57) will meet expected growth on district-issued cognitive test and/or PACER test.</p>	<p>100% of students (57/57) met their expected growth on the district-issued</p>

Measure 1: Completer Effectiveness

(a) completer impact in contributing to P-12 student-learning growth

	68% - White 21% - African American 9% - Two or more races 2% - Hispanic	cognitive test and/or PACER test.
Completer 15	City: Small Total Students: 1,006 41% - White 35% - African American 13% - Hispanic 7% - Two or more races 3% - Asian 1% - American Indian / Alaskan Native; Native Hawaiian / Pacific Islander 59% - FARM ¹	8 th grade PE students (n=35) will increase the number of laps completed on the PACER test. This will be compared using pre-test and post-test data.
		97% of students (34/35) increased the number of laps completed on the PACER test.

¹FARM = Free and Reduced Meals

School Demographic Data obtained from the National Center for Educational Statistics, academic year 2022-2023

The results above demonstrate that many program completers in a wide variety of settings across a variety of grade levels and content areas met their Student Learning Objectives for the 2022-2023 academic year, with all completers contributing to student growth and success in the classroom. The data from the Case Study suggest program completers contribute to an expected level of student-growth and the program completers are satisfied with their preparation for their profession.