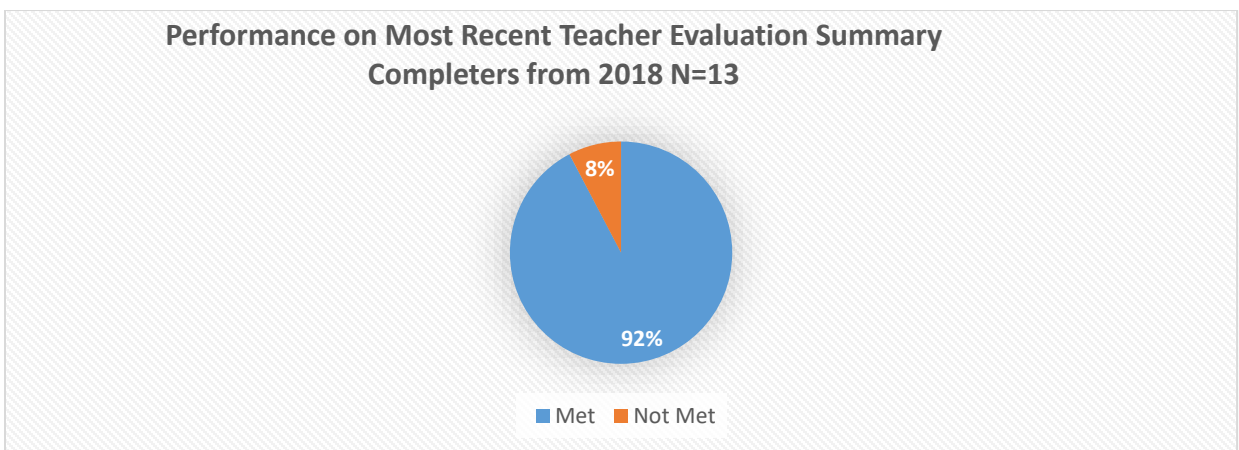
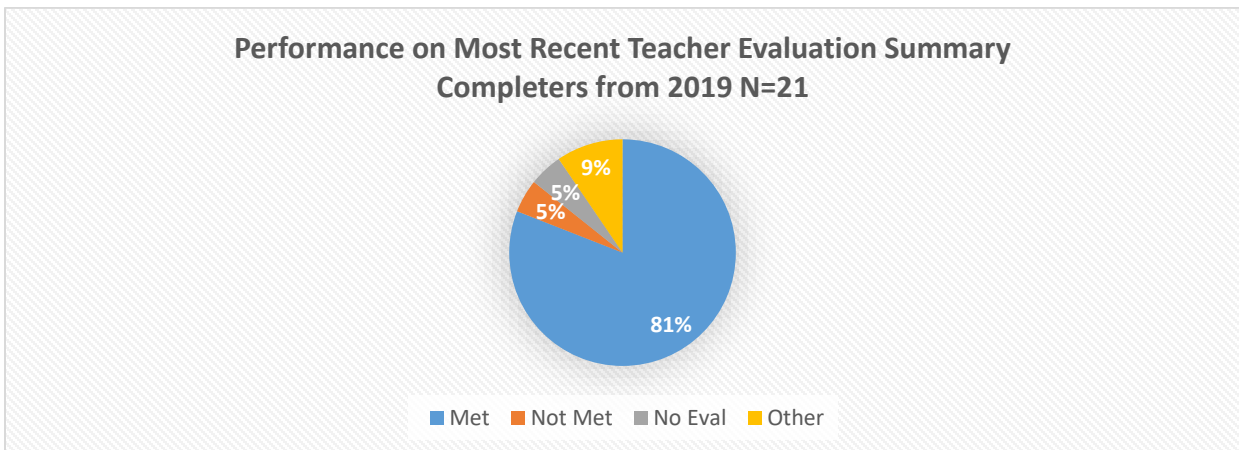
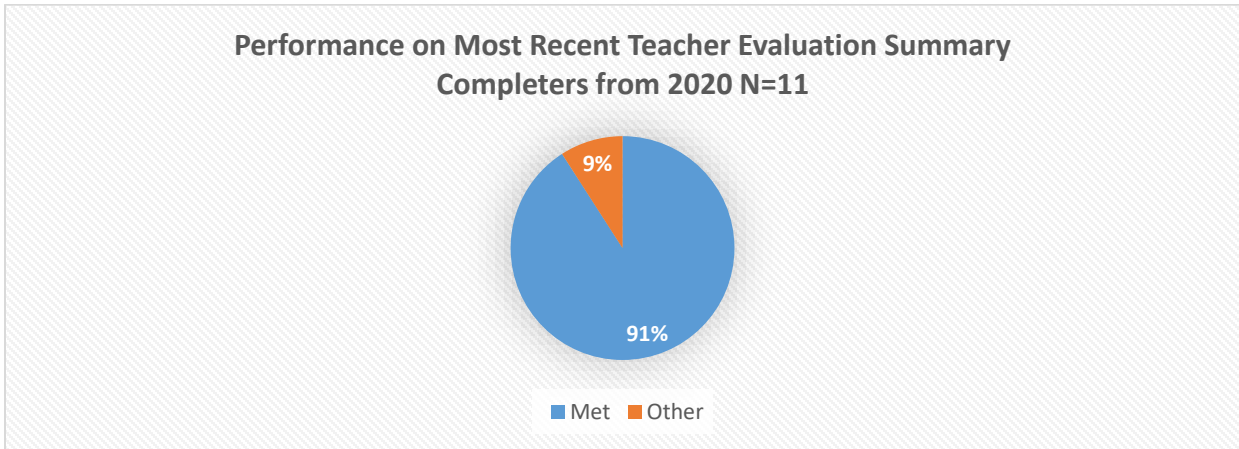


Annual Reporting Measures

Component 4.2

Indicators of Teaching Effectiveness – Initial Licensure

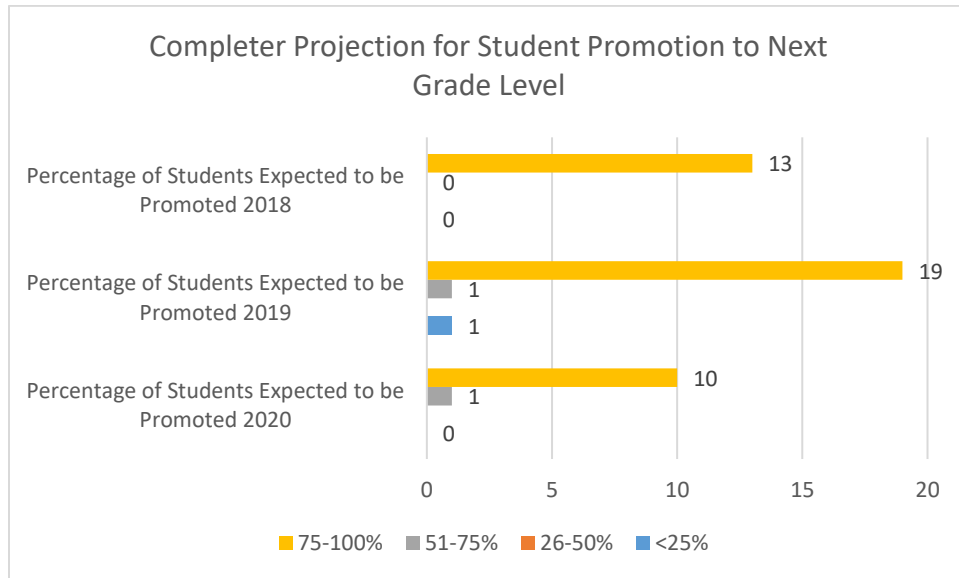
Self-reported Performance on Teacher Evaluations



Survey information on completers from the years 2018, 2019 and 2020 indicate that they met expectations on Teacher Evaluation Summaries. Although the completers from the year 2020 were faced with exceptional challenges in helping students learn, 91% of them self-reported they were able to meet the requirements of the teacher evaluations performed on them. This is almost as many percentage-wise as those completers from 2018 who self-reported similar a similar percentage. What is seemingly a large disparity of about 10 percent who did not meet summary expectations from the completer year 2019 is in reality the difference in percentiles that occur with small Ns when even one completer does not meet summary expectations.

Completer Projection for Student Promotion to Next Grade Level Component 4.2

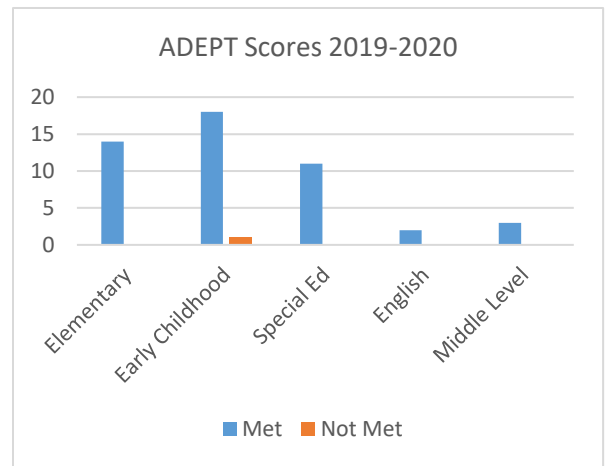
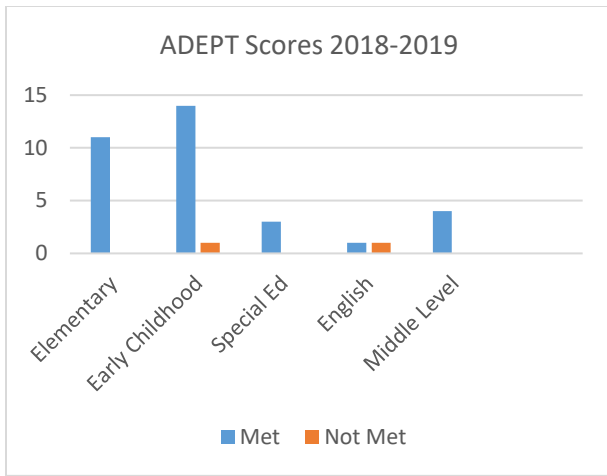
Completer Projection for Student Promotion to Next Grade Level



The EPP asks its completers to estimate the promotion rate of their students to the next grade level every year. While the N of respondents changes, the results have been positive. In their first year of teaching (2017-2018), respondents indicated that they expected between 75% and 100% of their students to advance to the next grade level. In 2018-2019, 19 of the 21 (90%) first-year completers indicated between 75% and 100% of their students would advance, and for academic year 2019-2020, 10 of the 11 first-year completers (91%) estimated that between 75% and 100% of their students would advance. The EPP believe that these data do point to teacher effectiveness and that the data also indicate that consistently greater than 90 percent of completers believe that more than 75% of their students will be successful in advancing academically.

ADEPT Evaluations

One of the methods used to determine teacher effectiveness by the school districts in South Carolina is through the ADEPT measures, which look at candidates across more than 30 different areas of professional ability. Teachers in their first year are evaluated on this instrument and given a score of “Met” or “Not Met”. Information is provided through the State of South Carolina’s Department of Education website SCLEAD. The following data on completers from the EPP for the years 2018-2019 and 2019-2020 are available and are produced below:



The data reveal that completers from Elementary, Early Childhood Education, Special Education, Middle Level Education all are doing well in meeting the needs of South Carolina’s public schools. In fact, 98% of all completers measured by the ADEPT instrument met the criteria for efficiency as professionals in 2019-2020, while the previous year the percentage of the EPP’s completers being evaluated as “Met” was 92 percent.