**Annual Report for the Academic Year 2023-2024**

**Measure 1: Completer Impact and Effectiveness**

4.2—Accountability Measures as Required by CAEP for CHEA Requirements

**Completer Impact**

Every year the EPP utilizes a survey to document completer Impact in contributing to the learning and growth of P-12 students, as well as the effectiveness of completers in applying professional knowledge, skills and dispositions. The following items in Table 1 include mean weighted responses from the completers and employers that measure completer impact on P-12 students. These items were determined to have content validity based on the CAEP-recommended Lawshe method.

The EPP sent out 44 surveys to 2023-2024 completers and 32 surveys to their employers. Data collection yielded 17 completer responses with a 38% return rate and 14 employer responses with a 43% return rate. This provides a solid sample size for completers and employers from 2023-2024. The chart below provides the survey results of the 15 impact items that evaluate the completer impact on P-12 student learning and growth for the completers as a whole, regardless of program.

**Table 1. Completer Impact Survey Questions**

The data in Table 1 indicates that overall completers are effective in impacting the growth and development of their students. SurveyMonkey provides a weighted average for each item, based upon a 3-point scale (3.0=Strongly Agree, 2.0=Agree, 1.0=Disagree, 0.0=Strongly Disagree). The scale also includes “Not Applicable,” which is not scored in the weighted average.

**Survey Scale**

Strongly Agree

Agree

Disagree

Strongly Disagree

Employer Response Rate: 40%

Completer Response Rate: 38%

| **Questions** | **Completer Weighted Mean Score** | **Employer**  **Weighted Mean Score** |
| --- | --- | --- |
| Understand how individual differences and diverse cultures impact student learning and classroom environments and use that information to design and deliver instruction | 2.59 | 2.38 |
| Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of GIFTED STUDENTS | 2.36 | 2.18 |
| Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of STUDENTS WITH DISABILITIES | 2.59 | 2.23 |
| Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of ENGLISH LANGUAGE LEARNERS | 2.38 | 2.20 |
| Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of AT-RISK STUDENTS | 2.41 | 2.31 |
| Recognize student misconceptions and create experiences to build accurate conceptual understandings | 2.65 | 2.31 |
| Create opportunities for students to learn, practice, and master academic language | 2.59 | 2.54 |
| Use academic language in a way that encourages learners to integrate content areas | 2.56 | 2.38 |
| Utilize strategies to create learning environments which engage students in individual and collaborative learning | 2.63 | 2.46 |
| Engage learners in understanding, questioning, analyzing ideas and content from diverse perspectives | 2.69 | 2.31 |
| Develops supports for literacy development across content areas | 2.38 | 2.38 |
| Seek appropriate ways to integrate technology to support assessment practice and to assess learner needs | 2.63 | 2.31 |
| Use formative and summative data to adjust instruction to enhance learning | 2.69 | 2.38 |
| Align instructional goals and activities with state and district performance standards | 2.50 | 2.46 |
| Use ongoing analysis and reflection to improve planning and practice | 2.53 | 2.46 |

**Analysis**

Using this scale with averages provided in parentheses in Table 1, it is evident that completers had the highest impact in the following areas:

**Table 2. Complete and Employer Effectiveness Responses: High Areas**

|  |  |
| --- | --- |
| Completers | Employers |
| * Use formative and summative data to adjust instruction to enhance learning (2.69) * Engage learners in understanding, questioning, analyzing ideas and content from diverse perspectives (2.69) * Recognize student misconceptions and create experiences to build accurate conceptual understandings (2.65) * Utilize strategies to create learning environments which engage students in individual and collaborative learning (2.63) * Understand how individual differences and diverse cultures impact student learning and classroom environments and use that information to design and deliver instruction (2.59) | * Create opportunities for students to learn, practice, and master academic language (2.54) * Utilize strategies to create learning environments which engage students in individual and collaborative learning (2.46) * Align instructional goals and activities with state and district performance standards (2.46) * Use ongoing analysis and reflection to improve planning and practice (2.46) * Develops supports for literacy development across content areas (2.38) * Use formative and summative data to adjust instruction to enhance learning (2.38) * Use academic language in a way that encourages learners to integrate content areas (2.38) * Understand how individual differences and diverse cultures impact student learning and classroom environments and use that information to design and deliver instruction (2.38) |

Additionally, the data in Table 3 indicate areas where the EPP could improve instruction and support for more impact on P-12 students. Based again on the weighted averages provided by SurveyMonkey, found in the parentheses, the EPP continues to address how it prepares teachers to do the following:

**Table 3. Complete and Employer Effectiveness Responses: Continuous Improvement**

|  |  |
| --- | --- |
| Completers | Employers |
| * Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of AT-RISK STUDENTS (2.41) * Develops supports for literacy development across content areas (2.38) * Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of ENGLISH LANGUAGE LEARNERS (2.38) | * Recognize student misconceptions and create experiences to build accurate conceptual understandings (2.31) * Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of AT-RISK STUDENTS (2.31) * Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of STUDENTS WITH DISABILITIES (2.23) * Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of ENGLISH LANGUAGE LEARNERS (2.20) * Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of GIFTED STUDENTS (2.18) |

**Analysis:**

While the return rate is lower among completers, this is still a strong sample size of those completing programs.

Based on completer data, the level of satisfaction with the EPP’s program is high. Of the 13 responders, 9 indicated they were “Very Satisfied,” 7 indicated that they were “Satisfied,” and 1 indicated “Neither Satisfied nor Dissatisfied.” Thus, 52.94% of responders were highly satisfied, 41.18% were satisfied, and 5.88% were neither satisfied nor dissatisfied. This indicates that the EPP has over a 94% satisfaction rate for its completers (“Very Satisfied” or “Satisfied”), based on those responders to the survey.

Employers overall reported that they were satisfied with the EPP completers, but there are areas for growth for completers and the EPP. Of employer responders, 11 indicated they were “Very Satisfied,” and 3 indicated that they were “Satisfied” with the educator preparation program. Thus, 78.57% of responders were highly satisfied and 21.43% noted they were satisfied. This indicates that the EPP has a 100% satisfaction rate for its completers, based on those responders to the survey.

Data from Table 1 were compared from the Completer and Employer Surveys that evaluated completers’ impact on P-12 student growth and achievement. Based upon a two-tailed t-test results, there was a statistically significant difference between the mean of the weighted averages of completer responses and the mean of the weighted averages of the employer responses at p.05, where t=6.11, df= 29. Information used to complete this calculation can be found in Table 4. With the difference between completer and employer survey ratings being statistically significant, the EPP will review these data as a faculty. It is important to ensure that the EPP’s completers can reflect accurately on their practice and skills. More opportunities for reflective practice would be beneficial to the EPP’s completers.

**Table 4. Completer and Employer Surveys**

|  |  |  |
| --- | --- | --- |
| **Group** | **Completers** | **Employers** |
| N | 17 | 14 |
| Mean | 2.54 | 2.35 |
| Standard Deviation | 0.083 | 0.09 |

In addition to reviewing the statistical significance of items within the survey, the provider also reviewed self-reported data from respondents notes in Table 5. The effectiveness data indicates that these teachers are over 88% effective when evaluated by their supervisors.

**Table 5: Completer Effectiveness Data Based on SC Expanded ADEPT**

|  |  |  |
| --- | --- | --- |
| **Rating** | **N** | **Percent Effective\*** |
| Met | 15 | 88.24 |
| Not Met | 1 | 5.88 |
| Not Reported | 1 | 5.88 |

\*Self-Reported

The provider sought to triangulate data to demonstrate completer impact on P-12 students. Additional data on student promotion and estimated growth (Tables 4 and 5) show that over 93% of students in completers’ classrooms are promoted and that the majority of student taking tests in their classrooms are showing mastery based on instruction.

**Table 4. Student Promotion Data\***

|  |  |
| --- | --- |
| **Percent Promotion Rate** | **Percent Promoted** |
| Less than 25 | 0 |
| 26-50 | 0 |
| 51-75 | 6.25 |
| 76-100 | 93.75 |

\*Self-Reported

**Table 5. Completer Estimates of Student Growth**

Table 5 indicates that there is a difference in the completers’ estimates for the percentage of students mastering tests taken.

|  |  |
| --- | --- |
| **Student Growth Rate on Assessments** | **Percent Mastery** |
| Less than 25 | 0 |
| 26-50 | 18.75 |
| 51-75 | 62.50 |
| 76-100 | 18.75 |

\*Self-Reported