Formative Assessment System for Teachers™ (FAST™) Performance Category Change Over Academic Year (2021-22)

The State of Kansas does not collect student growth data. Additionally, due to data privacy laws the state of Kansas will not provide PK-12 student or teacher data to EPPs. In order to meet CAEP reporting requirements for Standard 4.1 Impact on Student Learning and Development, the University of Kansas School of Education and Human Sciences has partnered with a district that has, historically, hired a large number of our graduates.

In academic year 2020-21, the partner district replaced the MAP with the Formative Assessment System for Teachers™ (FAST™). Teachers™ (FAST™) is a collection of computer-adaptive measures intended for use from kindergarten through eighth grade. FAST™Adaptive Math and Reading are administered two to three times a year to evaluate annual growth.

These data are from a single district and include instructors who are within their first three years of teaching and taught both semesters during the academic year. Fall 2020 participation was voluntary and provided an insufficient participation rate to include in this year's report. Starting in 2021-22, reports will include performance change data from Fall to Spring.

Due to the COVID pandemic, in March 2020, K-12 schools were closed in Kansas for the reminder of the school year. After a delayed started to the 2021-22 academic year, students returned to full-time, in-person instruction. Even though staff, faculty and visitors were required to wear face covering in school buildings, in-person learning continued to be disrupted by localized COVID outbreaks and high absenteeism. Under these conditions, a higher percentage of High School students of KU Graduates appears to have maintained or advanced growth as compared to early career teachers from other institutions.

Mathematics

FAST™aMath predict students' level of risk for mathematics difficulties (Performance categories: At Risk, Somewhat at Risk, Low Risk, and College Prep). The measure is designed to identify those students with deficits in math achievement in need of additional instruction and predict performance on state accountability measures. The frequency tables below report the relationship between a student's Fall 2021 performance category and spring 2022 performance category. These two tables suggest, when looking at the impact of teachers within their first three years of teaching, University of Kansas graduates perform similarly to graduates from other Kansas institutions. However, a higher percentage of students of KU Graduates appears to have maintained or advanced growth as compared to early career teachers from other institutions (85% as compared to 82%).

Math-A: Performance Category Change from Fall 2021 to Spring 2022

Comparison Groups	Teaching Level	Demonstrated Positive Growth	Demonstrated No Measurable Growth	Demonstrated Negative Growth
University of Kansas	HS Mathematics	9%	76%	15%
	Elementary	19%	66%	15%
	Overall	**17%**	**68%**	**15%**
Comparison Institutions	HS Mathematics	13%	69%	19%
	Elementary	19%	63%	18%
	Overall	**16%**	**66%**	**18%**

Math-A: Performance Category Change Distribution

Comparison Groups	Teaching Level	3.00	2.00	1.00	No Change	-1.00	-2.00	-3.00	Total
University of Kansas	HS Mathematics	0	0	8	67	11	2	0	88
	Elementary	0	14	54	239	49	4	1	361
	Overall	**0**	**14**	**62**	**306**	**60**	**6**	**1**	**449**
Comparison Institutions	HS Mathematics	0	15	507	2843	699	62	1	4127
	Elementary	14	101	537	2199	576	40	3	3470
	Overall	**14**	**116**	**1044**	**5042**	**1275**	**102**	**4**	**7597**

Reading

FAST™aReading predict students' level of risk for reading difficulties (Performance categories: At Risk, Somewhat at Risk, Low Risk, and College Prep). The measure is designed to identify those students with deficits in reading achievement in need of additional instruction and predict performance on state accountability measures. The frequency tables below report the relationship between a student's Fall 2021 performance category and spring 2022 performance category. These two tables suggest, when looking at the impact of teachers within their first three years of teaching, University of Kansas graduates perform similarly to graduates from other Kansas institutions. However, a higher percentage of students of KU Graduates appears to have maintained or advanced growth as compared to early career teachers from other institutions (83% as compared to 78%).

Reading-A: Performance Category Change from Fall 2021 to Spring 2022

Comparison Groups	Teaching Level	Demonstrated Positive Growth	Demonstrated No Measurable Growth	Demonstrated Negative Growth
University of Kansas	HS English	3%	78%	19%
	Elementary	11%	73%	16%
	Overall	**9%**	**74%**	**17%**
Comparison Institutions	HS English	8%	66%	26%
	Elementary	12%	72%	16%
	Overall	**10%**	**69%**	**22%**

Reading-A: Performance Category Change Distribution

Comparison Groups	Teaching Level	3.00	2.00	1.00	No Change	-1.00	-2.00	-3.00	Total
University of Kansas	HS English	0	2	2	91	19	3	0	117
	Elementary	1	2	32	225	46	3	0	309
	Overall	**1**	**4**	**34**	**316**	**65**	**6**	**0**	**426**
Comparison Institutions	HS English	0	34	310	2827	938	110	46	4265
	Elementary	3	22	321	2050	419	26	6	2847
	Overall	**3**	**56**	**631**	**4877**	**1357**	**136**	**52**	**7112**