

### **Case Studies on Completer Effectiveness, Contributions to P-12 Student Learning Growth, and Satisfaction with Preparation**

Starting in Spring 2024, the EPP started collecting case study interview along with classroom assessment data to obtain a more nuanced understanding of our program completers' effectiveness in the classroom and their satisfaction with professional preparation. The Spring 2024 case study included a sample of KU elementary education completers from local school districts in the Lawrence and Kansas City area. The intention is to focus on examining two licensure programs each semester. This will result in a more comprehensive view of our EPP completers from all programs over a three-year data cycle.

### **Formative Assessment System for Teachers™ (FAST™) Performance Category Change Over Academic Year (2022-23)**

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. Program was piloted in 2020-21.

These data are from a single district and include instructors who are within their first three years of teaching and taught both Fall and Spring semesters during the academic year.

**Students taught by University of Kansas graduates maintained or advanced growth comparably to students of early career teachers from other institutions on both the Math-A and Reading-A evaluations.**

Revised Standard 4.1 Indicators of Completer Effectiveness  
Spring 2023

**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 2022 performance category and Spring 2023 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.

**Math-A: Performance Category Change from Fall 2022 to Spring 2023**

Comparison Groups	Teaching Level	Demonstrated Positive Growth	Demonstrated No Measurable Growth	Demonstrated Negative Growth
<b>University of Kansas</b>	HS Mathematics	22%	51%	27%
	Elementary	16%	64%	20%
	<b>Overall</b>	<b>18%</b>	<b>60%</b>	<b>22%</b>
<b>Comparison Institutions</b>	HS Mathematics	21%	57%	22%
	Elementary	20%	58%	22%
	<b>Overall</b>	<b>21%</b>	<b>57%</b>	<b>22%</b>

**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
<b>University of Kansas</b>	HS Mathematics	1	13	6	42	18	4	2	52
	Elementary	2	27	9	143	28	14	4	174
	<b>Overall</b>	<b>3</b>	<b>40</b>	<b>15</b>	<b>185</b>	<b>46</b>	<b>18</b>	<b>6</b>	<b>226</b>
<b>Comparison Institutions</b>	HS Mathematics	31	434	176	1397	520	138	19	2715
	Elementary	37	544	142	1649	505	199	65	3090
	<b>Overall</b>	<b>68</b>	<b>978</b>	<b>318</b>	<b>3046</b>	<b>1025</b>	<b>337</b>	<b>84</b>	<b>5805</b>

Revised Standard 4.1 Indicators of Completer Effectiveness  
Spring 2023

**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 2022 performance category and spring 2023 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 taught by University of Kansas graduates maintained or advanced growth as compared to the students taught by early career teachers from other institutions (83% as compared to 78%).

**Reading-A: Performance Category Change from Fall 2022 to Spring 2023**

Comparison Groups	Teaching Level	Demonstrated Positive Growth	Demonstrated No Measurable Growth	Demonstrated Negative Growth
University of Kansas	HS English	16%	62%	22%
	Elementary	17%	69%	14%
	<b>Overall</b>	<b>17%</b>	<b>67%</b>	<b>16%</b>
Comparison Institutions	HS English	20%	63%	17%
	Elementary	19%	65%	16%
	<b>Overall</b>	<b>20%</b>	<b>64%</b>	<b>16%</b>

**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	9	3	45	12	4	0	49
	Elementary	0	28	8	150	28	2	0	174
	<b>Overall</b>	<b>0</b>	<b>37</b>	<b>11</b>	<b>195</b>	<b>40</b>	<b>6</b>	<b>0</b>	<b>223</b>
Comparison Institutions	HS English	13	460	81	1724	387	60	5	2730
	Elementary	10	528	59	2040	444	67	3	3108
	<b>Overall</b>	<b>23</b>	<b>988</b>	<b>140</b>	<b>3764</b>	<b>831</b>	<b>127</b>	<b>8</b>	<b>5838</b>