

The state of Kansas does not make either PK-12 teacher or student data available to EPPs due to privacy of data concerns. Thus, it is up to each individual EPP to establish an agreement with a school(s) or district(s) within the state to access PK-12 teacher and student data.

The EPP (Friends University, was able to access K-12 students reading test scores from one of the biggest school district that employs many of its teacher candidates. Since 2016 academic year the district has been monitoring the progress of their students using FastBridge CBM-R Reading Growth from grades 1- 5 and used FastBridge aReading Growth in their 6-12 respectively.

Growth assessment data for EPP initial completers (N=8) from 2016, 2017, and 2018. FastBridge CBM-R Reading Growth from grades 1- 5, scores were chosen over state assessments to demonstrate student learning growth because state assessments only occur at grades 3 at the elementary level. We have decided to use the statistics from 2016 – 2019 because we do have a smaller number of completers, which is less than 10. The EPP (Friends University) enjoys a cordial relationship with USD259 (Wichita Public School District), which has made the following data available to the EPP, in order to establish the impact that our teacher candidates make to P-12.

Marzano iObservation Rating Scale

Overall Performance Rating	Definition
0.0 – 1.49 Ineffective	The teacher did not demonstrate competence on nor demonstrate adequate growth toward achieving a minimum rating of developing on the standard(s) or element(s).
1.5 – 2.49 Developing	The teacher demonstrated basic competence on the standard(s) or element(s).
2.5 – 3.49 Effective	The teacher exceeded basic competence on the standard(s) or element(s).
3.5 – 4.0 Highly Effective	The teacher consistently and significantly exceeded basic competence on the standard(s) or element(s).

BA and MA Completers Combined:

Completer Year	2015/16			2016/17			2017/18			2018/19		
	Eval	BA Count	MA Count	Eval	BA Count	MA Count	Eval	BA Count	MA Count	Eval	BA Count	MA Count
2015	2.67	0	3	2.67	1	2	3.36	2	5	3.14	2	3
2016	2.67	0	3	2.25	1	3	3.09	1	1	3.00	1	0
2017	2.67	0	3	3.04	0	6	3.37	0	6	3.24	0	1
2018	2.83	0	6	2.98	0	8	3.34	0	7	3.53	1	5
2019	3.00	0	5	3.00	0	4	3.49	0	9	3.32	0	4

BA Completers Only:

BA Completer Year	Eval 2015/16	Eval 2016/17	Eval 2017/18	Eval 2018/19	Number of Completers
2015		3.00	3.25	2.80	5
2016		2.00	2.92	3.00	3
2017					0
2018				2.87	1
2019					0

MA Completers Only:

MA Completer Year	Eval 2015/16	Eval 2016/17	Eval 2017/18	Eval 2018/19	Number of Completers
2015	2.67	2.50	3.41	3.37	13
2016	2.67	2.33	3.26		7
2017	2.67	3.04	3.37	3.24	16
2018	2.83	2.98	3.34	3.67	26
2019	3.00	3.00	3.45	3.32	22

Notes:

- There were 18 teachers without evaluation data. Of these, 12 were in the BA degree group.

Table 1. FastBridge CBM-R Reading Growth: Winter 2019-20 to Winter 2020-21.

Completer Year	Tests (n)	Average Growth (WPM)	Completers (n)
2015	654	16.3	14
2016	169	17.0	7
2017	283	14.1	8
2018	653	15.4	19
2019	650	15.6	23
Total	2409	15.7	71

Includes Data from Students in Current Grade Levels 1-5

Table 2. FastBridge aReading Growth: Winter 2019-20 to Winter 2020-21.

Completer Year	Tests (n)	Average Growth (Score)	Completers (n)
2015	669	4.5	14
2016	16	1.5	7
2017	141	6.6	8
2018	941	4.0	19
2019	580	4.4	23
Total	2347	4.4	71

Includes Data from Students in Current Grade Levels 6-12

Table 3. FastBridge aMath Growth: Winter 2019-20 to Winter 2020-21.

Completer Year	Tests (n)	Average Growth (Score)	Completers (n)
2015	606	2.4	14
2016	34	4.4	7
2017	97	0.9	8
2018	629	1.9	19
2019	679	2.8	23
Total	2045	2.3	71

Includes Data from Students in Current Grade Levels 1-12

Notes

- We used Winter 2019-20 to Winter 2020-21 data because we have consistent scores for all grade levels of students.
- The growth includes approximately 30 weeks of instruction, with an average expected rate of growth being 1 word per week. (Table 1)