

CAEP Annual Accountability Measures

Measure 1 (Initial): Completer effectiveness.

Completer Impact Contributing to P-12 student-learning growth

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 2017, 2018, 2019, 2020, 2021 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).

Evaluation Data, BA and MA Completers Combined:

Completer Year	Eval 2019-20	BA Count	MA Count	Eval 2020-21	BA Count	MA Count
2017	3.1	4	3	3.23	4	4
2018	3.19	1	3	3.36	0	2
2019	3.28	1	3	3.2	1	4
2020	3.08	6	9	3.0	6	4
2021	3.03	2	8	3.21	7	10

Evaluation Data, BA Completers Only:

BA Completer Year	Eval 2017-2021	Number of Completers	Eval 2020-21	Number of Completers
2017	3.06	4	3.0	4
2018	2.85	1	No Data	0
2019	3.0	1	3.59	1
2020	2.74	6	2.85	6
2021	2.6	2	3.23	7

Evaluation Data, MA Completers Only:

MA Completer Year	Eval 2019-20	Number of Completers	Eval 2020-21	Number of Completers
2017	3.16	3	3.47	4
2018	3.3	3	3.36	2
2019	3.37	3	3.11	4
2020	3.3	9	3.22	4
2021	3.14	8	3.2	10

Completer Effectiveness

Completer Effectiveness

Friends University partners with the biggest school district that employs 90% of our completers. This strong partnership between the district and Friends University helps us to get crucial data on completer effectiveness. The data and tables below were extracted from the evaluation of our completers.

CBMreading: Description and General Information

CBMreading is a particular version of Curriculum Based Measurement (CBM) of oral reading fluency, originally developed by Deno and colleagues to index the rate and level of reading achievement (Deno, 1985; Shinn, 1989). It is an evidence-based assessment used for screening and progress monitoring in grades 1-8. CBMreading uses easy, time-efficient processes, which can be used to determine a student's general reading ability across short intervals of time (i.e., weekly, monthly, or tri-annually). Students read aloud for one minute from grade – or instructional – level passages, while the teacher marks any errors. The resulting score is the number of words read correctly per minute (WRCM). The CBMreading scoring system provides a robust indicator of reading health and a sensitive indicator of intervention effects.

CBMreading uses standardized administration and scoring procedures, which were designed and developed to optimize the consistency of data collected across students. CBMreading provides teachers with a direct link to instruction, allowing them to determine if and when instructional adaptations are needed, to set ambitious but attainable goals for students, and to monitor progress toward those goals.

Table 1. FastBridge CBM-R Reading Growth: Winter 2020-21 to Winter 2021-22.

Completer Year	Tests (n)	Average Growth (WPM)	Completers (n)
2017	572	33.4	14
2018	158	31.0	7
2019	273	34.1	8
2020	722	34.2	19
2021	663	33.7	23
Total	2388	33.6	71

Includes Data from Students in Current Grade Levels 1-5

Table 2. FastBridge aReading Growth: Winter 2020-21 to Winter 2021-22.

Completer Year	Tests (n)	Average Growth (Score)	Completers (n)
2017	918	4.0	14
2018	76	4.2	7
2019	352	6.1	8
2020	1344	4.6	19
2021	931	5.8	23
Total	3621	4.9	71

Includes Data from Students in Current Grade Levels 6-12

Table 3. FastBridge aMath Growth: Winter 2020-21 to Winter 2021-22.

Completer Year	Tests (n)	Average Growth (Score)	Completers (n)
2017	633	0.8	14
2018	68	-0.3	7
2019	108	2.7	8
2020	672	1.3	19
2021	736	0.7	23
Total	2217	1.0	71

Includes Data from Students in Current Grade Levels 1-12

Notes

- We used Winter 2020-21 to Winter 2021-22 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)