

## **Pilot Case Study 2017 (Excerpt from CAEP Addendum, 2018)**

In the fall of 2017, the EPP conducted a case study to begin looking at data for Standard 4. As part of this case study the EPP obtained Measure of Academic Progress (MAP) data for middle school students being taught by program completers. These data were shared by a partnering school district and are presented (*Evidence #20*). A review of the case study data obtained from the Achievement Status and Growth Summary of the MAP revealed that the completers' middle school students had a growth average of 19% from the end of the fall semester, to the end of the spring semester.

In Kentucky, students take the K-PREP to measure student learning. However, these results are not accessible by EPPs and, therefore, cannot be used to measure this standard. Anecdotally, partnering school districts request EPP completers based in part on its history of achieving high K-PREP scores for their students.

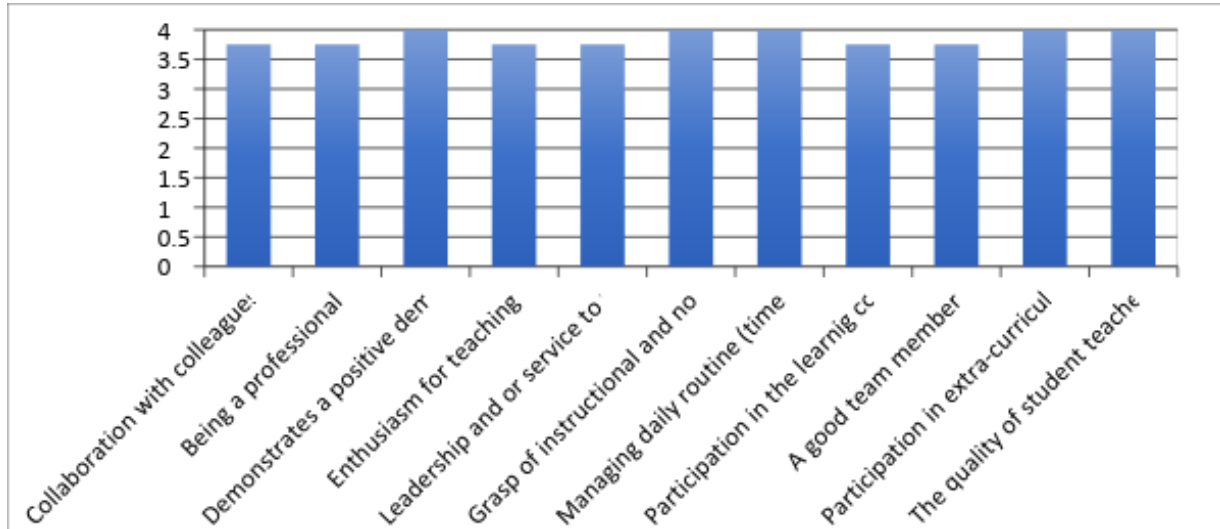
The EPP realizes that collecting data on completers' contributions to expected levels of student-learning growth is an important part of determining the overall impact of the program. Therefore, while the EPP has provided evidence that this work is being done, it desires to improve its process and has determined this to be an area of improvement on the SIP (intervention 3).

The case study implemented in Fall of 2017 addresses employer satisfaction. As a pilot of the process intended for long-term implementation, the EPP asked the principal in the partnering school to complete the Principal Exit Review and Evaluation Form, a form currently used at the end of the student teaching semester. She completed the surveys for the four completers involved in the case study.

The Figure below summarizes the information from the survey. These data indicate that completers are performing at or above the benchmark target of 3 on a 4-point scale. All completers exceeded expectation with average scores between 3.75 and 4.

In addition, the EPP has results from the Kentucky New Teacher Survey. This survey is completed by the principal and resource teachers of new teachers completing their internship (first year of full-time teaching). The results of the survey responses from these groups are presented in the figure below.

**Figure 2: Case Study Results for Principal Exit Review and Evaluation Form**



The EPP intends to continue analyzing the Kentucky New Teacher Survey to determine employer satisfaction. In addition, the case study provided baseline data on the EPP's Principal Exit Review and Evaluation Form. This form will be sent to the principals of EPP completers at the end of their first, second, and third year of teaching in the spring of each year.