

2025 CAEP Annual Report: Measure 01

	Impact on P-12 Student Learning Growth
Overview	<p>The EPP understands the importance of reviewing data aligned to completers' impact on P-12 learning. Within this evidence packet includes the process of communication and P-12 learner growth data evaluation with the Indiana school district that historically hires the most EPP completers. Additional details include how this data is summarized, externally benchmarked, analyzed, shared, and acted upon for program improvement.</p> <p>In communication with the district's Assistant Superintendent and the EPP's Director of Education Graduate Programs and Accreditation, a district-wide data set was identified that best measured completers' impact on P-12 learning. School administration conducted comprehensive teacher evaluations that include assessing how EPP completers "Develop student understanding and mastery of lesson objectives," which aligns with their impact on P-12 learning growth.</p> <p>District administration assessed completers in the levels of performance of <i>Highly Effective</i>, <i>Effective</i>, <i>Improvement Necessary</i>, <i>Ineffective</i>, and <i>Not Observed</i>. The EPP determined that of the available criteria, this indicator, which is identified below, aligns with completers' impact on P-12 learning.</p> <p>During the academic years of 2022, 2023, and 2024, Evaluation Summary Report data was available and is included within this evidence packet. Due to the small size of the EPP, the district with most completers graduating within the past 3 years has 7 completers. Thus, results disaggregated by licensure would prove of limited value.</p>
Data Table	<p>The data table includes 3 cycles of data (2022-24) of the following:</p> <ul style="list-style-type: none"> Evaluation Summary Report of Completers by One State District (page 2)
Trends	<p>2024 Evaluation Summary Reports of Completers by One State District Strengths:</p> <ul style="list-style-type: none"> Regarding the P-12 learning indicator, 100% of the summative ratings (3/3) were positive (<i>Highly Effective</i> or <i>Effective</i>) <p>2024 Evaluation Summary Reports of Completers by One State District Areas of Challenge:</p> <ul style="list-style-type: none"> Due to the 100% positive result, there are no areas of concern <p>2022-2024 Evaluation Summary Reports of Completers by One State District Trends:</p> <ul style="list-style-type: none"> Three cycles of data indicate that 100% of completers had positive ratings (<i>Highly Effective</i> or <i>Effective</i>)
Future Direction	<p>While data is limited, the Evaluation Summary Reports of completers from the largest district employing completers demonstrate a positive impact on P-12 learning. These positive indicators provide the EPP with valued insight into how the</p>

	<p>teacher preparation program influences completers' learners' growth. It should be noted that the district hired five of last years' graduates and will likely have an N of 8 next year.</p> <p>The Employer Surveys, Graduate Surveys, Employer Focus Groups, and Completer Focus Groups provide valuable perceptions of the teacher preparation program, and the EPP can triangulate this data to evaluate completer performance. The EPP looks forward to continued collaboration with the largest school district of graduates to identify additional data for review. Holistically, these various and differentiated measures will inform the EPP on areas of strengths and improvement that will help inform the annual program review.</p>
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Evaluation Summary Report of Completers by One State District

Number of completers: 2022: 7; 2023: 5; 2024: 3	2022				2023				2024			
	1	2	3	4	1	2	3	4	1	2	3	4
Knowledge-Related Questions												
2.1 Develop student understanding and mastery of lesson objectives (PO 4)	0	0	85.7%	14.3%			40%	60%			33%	67%