

Evidence for Campbellsville University School of Education to address Standard 4 component (4.1) The provider documents, using multiple measures that program completers contribute to an expected level of student-learning growth.

## **A Case Study of Campbellsville University Graduates**

### **Question**

Do Campbellsville University School of Education graduates have a positive impact on student achievement?

### **Context**

**Additional information about all school districts are found at the following website:**

**<http://applications.education.ky.gov/SRC/AssessmentByDistrict.aspx>**

Campbellsville University School of Education graduates are found in schools throughout the world. However, CU School of Education graduates have high rates of employment in local schools. Four local schools with a high concentration of Campbellsville University graduates include Taylor County Intermediate School, Campbellsville Independent Elementary School, Marion County Preschool and Marion County High School. This case study will concentrate on these four identified schools as they represent multiple levels and provide a quality sampling of results involving schools with a heavy concentration of Campbellsville graduates.

**Taylor County School District:** Taylor County School District includes our first school identified for the case study as Taylor County Intermediate School. It is located in Campbellsville, Kentucky. It is considered a Distinguished School by the state of Kentucky according to the 2016 Kentucky Performance Rating for Educational Progress (KPREP). It is a performance based school. According to the website students are placed in performance based

levels based on what they know and not by their chronological age. Students move when they can demonstrate proficiency at a specific level. Students can be at different levels for various content areas.

Taylor County has 1,079 students with a total of 69 teachers creating a 16:1 student/teacher ratio. All teachers are white/non-Hispanic. There are 3 males and 66 female teachers. In the student population there are 25 English Language Learners, 106 Gifted and Talented students, 24 homeless students, 7 migrant students and 138 special need students. The school attendance rate is 95.5%.

**Marion County School District:** Marion County School District, the second district used in our case study, is located in Lebanon, Kentucky, which is in the center of the state of Kentucky. The mission of Marion County schools is to “Dream, Believe and Achieve.” This district states they “are committed to educational growth of every member in their community”. According to the 2016/17 state assessments Marion County is a Distinguished Progressing District. This case study will review two populations within Marion County Public Schools, the preschool program and Marion County High School. Marion County has 194 teachers. The average teacher/student ratio is 16:1. Eighty percent of teachers are female and 20% male with 2 teachers being African American.

Marion County Kindergarten has 212 students. According to the Brigance III Screener required by the state of Kentucky 41.9% of students are not kindergarten ready. According to the Brigance developmental domains, 56.7% of students fall below in the academic/cognitive domain, 21.6% in the language development domain and 40.4% below in the physical development domain. There are 11 ELL students and 33 ECE students with an IEP.

Marion County High School has 931 students. The graduation rate is higher than the states at 94.4 % compared to the states 93.8 %.

**Campbellsville Independent School District:** Campbellsville Elementary School is the third school chosen for our case study. Campbellsville Independent School District has a total population of 1203 students of which 396 are middle school aged students. The Campbellsville Independent District is a Distinguished District as recognized by the Kentucky Department of Education. There are 81 teachers in the district with 62 of them female and 19 males. The average year of teaching experience is 13.1 years and 42.9 percent of the faculty have their Master's degree.

One hundred percent of the students are free lunch. There are 14 English Language Learners, four Migrant students, 37 homeless, and 196 students classified as gifted and talented.

### **Methodology**

The Council for the Accreditation of Educator Preparation (CAEP) Standard 4 committee asked three local school principals and a pre-school director to participate in the study. The administrators work in schools that represent an assortment of grade levels and have several Campbellsville University graduates teach at each school. Each school administrator was asked to randomly identify three Campbellsville University teacher graduates-one who was in the first year of teaching, one in the second year of teaching and one in the third year of teaching. The only direction given to the principal in the selection was the number of years of experience and each teacher selected had to be a graduate of Campbellsville University. The administrators selected the teachers and provided the names to us in order for the committee to be able to collect information throughout the years if the school configuration changed, the principal changed or

the teacher moved to a different district. Teacher's last name initials are used in this case study. Student names are not used in the study.

After many discussions with the district administrators, the committee chose the following tests to measure student achievement:

Campbellsville Elementary School: MAP tests

Taylor County Intermediate School: MAP tests

Marion County Pre-School: Teaching Strategies Gold

Marion County High School: MAP tests

### **Teaching Strategies Gold**

Teaching Strategies Gold is a curriculum-based assessment that utilizes observations that are authentic and ongoing. This assessment is also reliable and valid with extensive testing by independent researchers. Teachers must also pass an interrater reliability test to ensure that they are correctly interpreting observations used to assign developmental levels. Teaching Strategies Gold is inclusive to all children and used for children birth to kindergarten in the classroom setting. This assessment has the resources needed for English language learners or dual language speaking children. The 38 research-based objectives in this assessment encompass nine developmental areas. The data collected for this case study focuses on Objective 20c. "Connects numerals with their quantities", which falls into the developmental area of Mathematics. Teachers use a 10-point scale labeled 0-9. Children are assessed in this area throughout the school year. Teachers and administration then analyze the results.

### **Measures of Academic Progress (MAP) Test**

Measures of Academic Progress (MAP) is a standardized test created by Northwest Evaluation Association (NWEA). The Northwest Evaluation Association (NWEA) is a national non-profit organization that provides research-based assessments. MAP is a computer adaptive

test. This ensures every student receives a unique set of test questions based on responses to previous questions. As the student answers correctly, question difficulty increases. If the student answers incorrectly, the questions decrease in difficulty. Upon completion of the MAP test, most students will have answered about half of the questions correctly. MAP is unique in that it follows the ability and level of the student rather than using their grade level to determine the starting point. MAP covers reading, language usage, and math. Some schools also may use the MAP Science test to measure student achievement and growth (NWEA, 2015).

MAP test is scored using Rasch Unit (RIT), is a numerical score provided once completed. The RIT scale is a stable, equal-interval scale. Equal-interval means that a change of 10 RIT points indicates the same level regardless of whether a student is at the top, bottom, or middle of the scale. The RIT score has the same meaning regardless of grade level or age of the student. Scores over time can be compared to determine the amount of growth a student has made. The RIT score represents a student's achievement level at the time of administration during the school year. The scores can compute a student's academic growth, throughout the school year (NWEA, 2015).

MAP tests are given to students at the beginning, middle, and end of the school year. Some schools may include a summer testing session. Most students take less than an hour to complete a MAP test. However, MAP is not timed, and students may take as much time as they need to complete. MAP is designed to measure student achievement in the moment, and growth over time, regardless of grade level. MAP provides immediate feedback to teachers, administrators, students, and parents. Teachers receive immediate results with MAP that show student knowledge and what they are ready to learn. The results can be used to help personalize lessons at the appropriate level for the students. The MAP test aligns to the same standards in a given state as the state tests, so both measure similar content (NWEA, 2015).

The MAP assessment scores are calculated by the NWEA that uses the above-mentioned RIT or Rasch unIT scale. This scale measures the value of a student's score in relation to his or her scores on previous tests. Each RIT score indicates a point on a continuous scale of learning. These NWEA scores are not to be interpreted as target scores, but rather as benchmarks of a student's academic skill level over a given period. Questions on the MAP receive their RIT values after being tested on thousands of students across the United States. Responses to items throughout a student's test are used to produce the final RIT score for that student (NWEA, 2015).

The numerical (RIT) value given to a student predicts that at that specific difficulty level, a student is likely to answer about fifty percent of the questions correctly. Results are scored on an even interval scale. An even interval scale determines the difference between scores and remains consistent regardless of whether a student scores high or low (NWEA, 2015).

RIT scores are expected to increase over time. Scores of students in lower grades tend to increase more quickly than those of students in higher grades due to the increased level of difficulty of the higher grade-level tests. RIT scores generally range between 140 and 300. In third grade, students usually score anywhere between 140 and 190 and in higher-grade levels they may progress to a score between 240 and 300 (NWEA, 2015).

To maintain the three cycles, each year school administrators will be asked to identify a first year teacher. All Campbellsville University School of Education graduates will be continually surveyed for information about their teaching careers.

**Taylor County Intermediate School – Ms. Donna Williams, Principal**

**Data Collected: Map Test Scores – Class Mean**

<b>Teacher</b>	<b>Experience</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>	<b>Testing Year</b>
<b>Teacher N</b>	<b>1 Year</b>	<b>38.0</b>	<b>38.5</b>	<b>40.1</b>	<b>2017/2018</b>
	<b>2 years</b>				<b>2018/2019</b>

<b>Teacher L</b> 5 <sup>th</sup> grade Math	<b>1 year</b>	<b>35.3</b>	<b>26.4</b>	<b>33.2</b>	<b>2016/2017</b>
	<b>2 years</b>	<b>37.0</b>	<b>33.8</b>	<b>33.1</b>	<b>2017/2018</b>
	<b>3 years</b>				<b>2018/2019</b>

<b>Teacher Y</b> 3 <sup>rd</sup> grade Math	<b>1 years</b>	<b>49.0</b>	<b>50.2</b>	<b>41.5</b>	<b>2015/2016</b>
	<b>2 years</b>	<b>52.6</b>	<b>59.4</b>	<b>56.8</b>	<b>2016/2017</b>
	<b>3 years</b>	<b>42.9</b>	<b>44.0</b>	<b>40.4</b>	<b>2017/2018</b>

<b>Teacher C</b> 3 <sup>rd</sup> grade Reading	<b>1 years</b>	<b>42.5</b>	<b>55.7</b>	<b>51.6</b>	<b>2014/2015</b>
	<b>2 years</b>	<b>45</b>	<b>48</b>	<b>40.1</b>	<b>2015/2016</b>
	<b>3 years</b>	<b>37.4</b>	<b>50.9</b>	<b>55.7</b>	<b>2016/2017</b>

**Analysis**

Taylor County Intermediate School principal Ms. Donna Williams is a graduate of Campbellsville University. She is a member of the Standard 5 CAEP committee but also provided test information to Standard 4. Ms. Williams is the person who suggested that we use the MAP test to analyze for student achievement trends. While she was agreeable to giving us

the information for all of the selected teacher classrooms, only the teacher's homeroom class was used. Therefore, the students in each teacher's homeroom are the source for the MAP scores indicated for Taylor County Intermediate School. The class mean was used for analysis.

**Teacher N:** Teacher N. finished her first year of teaching (2017/18) at Taylor County. The test results indicate her students made steady academic progress during the year.

**Teacher L:** When looking at the scores (2016/17) from the fall (35.3) to spring (33.2), the scores are lower. I asked Ms. Williams her reaction to this yearly outcome from fall to spring. She indicated that Teacher L had a class of students that included many special education students. She felt that Teacher L was having a positive impact on the students in the class that was not indicated because of poor test taking skills by the students. Since Ms. Williams has many factors to base her opinion on, we decided to conclude that Teacher L is having a positive impact on the students even though this one indicator did not show that fact.

During the (2017/18) academic year, Teacher L student percentages went from 37 to 33. This was discussed with the principal who once again indicated that she believed Teacher L was making a positive impact although the test results did not confirm this for the second year in a row. She was going to have a conversation with the teacher to make a plan to discover why the test results were not indicating improvement. The principal thinks the time of year when testing might have an impact on results. The students may not be concentrating on content during the last testing date.

**Teacher Y:** The first teaching year (2015/16) indicated a positive change from Fall to Winter but a reduction in the Spring. The second teaching year (2016/17) showed a positive change from Fall to Spring. The third teaching year (2017/18) indicated a small decline from 42.9 in the Fall to 40.4 in the Spring.

**Teacher C:** This faculty member during the 2014/15 year showed growth from fall to spring but had a dip from winter to spring. The 2015/16 year had a score of 45 at the beginning of the year but only 40.1 at the end of the year. When the principal was asked about the two-year results, she indicated that she could not explain the results but felt that Teacher C was doing a good job in the classroom. The third year (2016/17) did show remarkable improvement from 37.4 to 55.7.

### **Marion County Pre-School – Teaching Strategies Gold Data and Progress Reports**

**Faculty Members establish Student Growth Goals for a Pre-School Class and evaluate the results throughout the year.**

<b>Teacher</b>	<b>Experience</b>	<b>Student Growth Goals</b>	<b>Cycle 2 Results</b>	<b>Cycle 3 Results</b>	<b>Testing Year</b>
<b>Teacher L</b>	<b>3 years</b>	<p><b>(1) 100% of 4-year-old students will improve in number concepts (Obj. 20 c) by 1 level.</b></p> <p><b>(2) 54% will score level 6 or higher on Obj. 20c</b></p>	<p><b>(1) 80% have moved up at least 1 level since Fall.</b></p> <p><b>(2) 50% are meeting the goal of level 6 or higher</b></p>	<p><b>(1) 100% moved up one level</b></p> <p><b>(2) 69% scored level 6 or higher</b></p>	<p><b>15/16 – Student Growth goals were met.</b></p> <p><b>KTIP year</b></p>
<b>Teacher L</b>		<p><b>(1) 100% of 4-year-old students will improve in number concepts (Obj. 20 c) by 1 level.</b></p> <p><b>(2) 62% will score level 6</b></p>		<p><b>(1) 85% of students improved at least one level.</b></p> <p><b>(2) 62% scored level 6 or higher</b></p>	<p><b>16/17 – Student Growth goals were met.</b></p>

		or higher on Obj. 20c			
Teacher L	N/A				17/18
Teacher M	3 years	1) 100% of 4- year-old students will improve in number concepts (Obj. 20 c) by 1 level.  (2) 54% will score level 6 or higher on Obj. 20c	Progress reports were sent home.	(1) 100% moved up one level  (2) 71% scored level 6 or higher	15/16 – Student Growth goals were met.          KTIP year
Teacher M		1) 100% of 4- year-old students will improve in number concepts (Obj. 20 c) by 1 level.  (2) 63% will score level 6 or higher on Obj. 20c		(1) 94% moved up one level  (2) scored level 6 or higher	16/17 – Student Growth goals were partially met.
Teacher M	N/A				17/18
Teacher B	3 years	1) 100% of 4- year-old students will improve in number		(1) 94.12% moved up one level	15/16 – Student Growth goals were partially met.

		<b>concepts (Obj. 20 c) by 1 level.</b>  <b>(2) 60% will score level 6 or higher on Obj. 20c</b>		<b>(2) 58.82% scored level 6 or higher</b>	
<b>Teacher B</b>		<b>1) 100% of 4-year-old students will improve in number concepts (Obj. 20 c) by 1 level.</b>  <b>(2) 67% will score level 6 or higher on Obj. 20c</b>		<b>(1) 100% moved up one level</b>  <b>(2) 64% scored level 6 or higher</b>	<b>16/17 – Student Growth goals were partially met.</b>
<b>Teacher B</b>	<b>N/A</b>				<b>17/18</b>

### Analysis

Marion County Early Childhood Director Amy Willis provided information for the selected preschool teachers. Teaching Strategies Gold Data and Progress Reports were analyzed for student progress. Teaching Strategies Gold is the curriculum-based assessment for Creative Curriculum. The teachers mentioned in this analysis each have three years' experience. Teacher A and Teacher B completed a KTIP year in 2015-2016. Teachers with one and two years' experience were not available. All of the faculty members had student goals that were partially met or met.

After many attempts to obtain the 2017/18 test scores, the Standard 4 committee decided to end the study at this school.

### **Marion County High School – MAP scores (Mean RIT)**

<b>Teacher</b>	<b>Experience</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>	<b>Testing Year</b>
<b>Teacher S Algebra II Class</b>	<b>2 years</b>	<b>254.6</b>	<b>260.5</b>	<b>261.8</b>	<b>16/17</b>
<b>N/A</b>					<b>17/18</b>

<b>Teacher V Algebra I Class</b>	<b>2 years</b>	<b>227.9</b>	<b>N/A</b>	<b>226.8</b>	<b>16/17</b>
<b>N/A</b>		<b>224.2</b>	<b>224.4</b>		<b>17/18</b>

<b>Teacher C English</b>	<b>2 years</b>	<b>232.6</b>	<b>233.5</b>	<b>234.8</b>	<b>16/17</b>
<b>N/A</b>					<b>17/18</b>

### **Analysis**

The 2016/17 Marion County High School principal provided the 2016/17 test scores. This principal left the district and a new principal was hired. As of March 2018, the SOE has not received additional 2017/18 test results from Marion County High School. Based on the 2016/17 test results, two of the three teachers showed consistent improvement and the third teacher had test results that were about the same from the Fall to Spring. Current efforts were not successful in obtaining the 2017/18 test results.

### Campbellsville Elementary School – Mean Scores for Map Test

Teacher	Experience	Fall	Winter	Spring	Testing Year
Teacher B 1 <sup>st</sup> grade self- contained math	1 year	153.8	170.7	176.7	17/18

Teacher G 1 <sup>st</sup> grade math	1 and 2 years	N/A	N/A	N/A	14/15 and 15/16
	3 years	159.5	173.6	182.0	16/17
	4 years	160	171.4	179.8	17/18

#### Analysis

Ms. Elisha Rhodes is the principal of Campbellsville Elementary School. The 2017-18 school year is her first year as principal of this school. Last year she was the principal of Campbellsville Middle School. Ms. Rhodes is a graduate of Campbellsville University. She serves on the CAEP Standard 4 committee as the P-12 representative. She is providing the MAP scores for this study. Campbellsville Elementary School has veteran teachers. The school (2017/18) did not have a teacher in their second or third year of teaching. Therefore, a first year teacher and 4<sup>th</sup> year teacher were analyzed in this study.

Both teachers showed gains in the student achievement levels from Fall to Winter to Spring of the school year. The principal stated that she was pleased with the positive results.

#### Conclusions

From the analysis provided by test scores from the school principals as described above, Campbellsville University graduates have demonstrated a positive impact on student achievement in their classrooms.