

## 2024 Student Learning Growth Data

We received 7 summative teaching evaluations with student learning growth goals from 1-year and 2-year graduates. Graduates' teaching assignments ranged from 1st grade to high school and included different content areas. We received student learning growth data from 2 first-year graduates and 5 second-year graduates. How graduates were assessed on their P-12 student learning growth differed from district to district—and even within the same district. It is not surprising that the overall averages of student growth goals increased with graduates' time in the classroom—from first year to second year. The data for first-year graduates were the most difficult to analyze because of the different ways student learning growth was measured in their various districts. P-12 student learning gains varied from marginal to modest to average to strong amongst these graduates. This reveals a mix of impact levels by first-year graduates. As in previous analyses, student learning growth for our second-year graduates reveals a strong impact on student learning by second-year graduates, yet difficult to quantify due to a variety of reporting methods and considering the impact of COVID 19 on these teachers and learners. All summative teaching evaluations rated graduates in the proficient to distinguished/exemplary range in domains including instructional goal setting, assessment for learning and document student progress. Here is a representative sample of quoted comments related to student growth from the teachers' evaluations:

Teacher uses multiple sources of data effectively to reflect upon his or her teaching practices and their effect on student learning.

17 out of 26 students met typical growth. Several got 80%. No students are red zone at the end of year.

34% Typical growth overall

15 out of 26 met typical growth. 4 got 75%. Mid year: 5 were dark green and End of Year 11 moved to dark green

Over 100% for typical growth

Middle of the Year 90%, end of Year 100% usage of math paths for small group differentiation.

Teacher goes above and beyond to individually meet the needs of the diverse learners in her class. She reaches out to staff for support to ensure students are making growth toward mastery of content standards.

Teacher creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context

The teacher's instructional outcome was aligned to Common Core State Standard 3.RL.2 (priority standard) and communicated high expectations for all students.

The tasks and learning materials [the teacher] chose to use were matched to her learning outcome. Her lesson was well structured to support student learning and development.

In addition, students were asked to independently complete an exit ticket. Teacher could easily use anecdotal notes from this lesson, as well as her student's completed work, to determine if students reached the learning goals.