

## Measure 1: Impact on P-12 Learning and Development (Initial Licensure Programs)

### Measures of Academic Progress (MAP) Performance Category Change Over Academic Years 19/20 to Present

The State of Kentucky does not collect student growth data. Additionally, due to data privacy laws the state of Kentucky will not provide K-5 student or teacher data to EPPs. In order to meet CAEP reporting requirements for Standard 4.1 Impact on Student Learning and Development, the Boyce College Teacher Education Program has partnered with Boyce completers. Graduates typically analyze MAP assessments, which is a norm referenced measure of student growth over time for Math and Reading in their individual classrooms. The MAP assessment is administered two to three times a year to evaluate annual growth.

These data are from completers who are within their first five years of teaching and taught both semesters during the academic year. Participation is voluntary. However, through the Boyce TEP systematic plan of communication every effort is made to obtain this data on an annual basis.

MAPS Reading Scores by Graduation Cohort						
	2020-2021			2021-2022		
	Positive Growth	No Growth	Negative Growth	Positive Growth	No Growth	Negative Growth
1920 Cohort	N/A Covid	N/A Covid	N/A Covid	85.19%	7.41%	7.41%
2021 Cohort				91.89%	5.41%	2.70%

### Measure 1: Completer Effectiveness (Initial Licensure Programs)

Measure of Effectiveness Over Academic Years 19/20 to Present using Lesson Assessment and Lesson Analysis

The Lesson Assessment and Lesson Analysis are used to evaluate completers teaching a planned lesson and reflection. These observational pieces of evidence are used for evidence of the teacher's strengths, goals, and achievements regarding completer effectiveness. It is a description of a teacher's performance supported by relevant data which has been analyzed by the completers to demonstrate the thinking process behind the artifacts. For the Boyce TEP completers this assessment is completed by a Boyce TEP observer within the completer's classroom during their first five years of teaching and who have taught both semesters during the academic year. Participation is voluntary and limited to a reasonable proximity of the TEP. However, through the Boyce TEP systematic plan of communication every effort is made to obtain this data on an annual basis.

		<b>Lesson Assessment across 5 years</b>				
Graduation Cohort Year	<b>Clinical Experience II</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
2019-20	3.27	n/a Covid	3.85			
2020-21	3.33	3.90				

		<b>Lesson Analysis across 5 years</b>				
Graduation Cohort Year	<b>Clinical Experience II</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
2019-20	3.19	n/a Covid	3.87			
2020-21	3.47	3.72				