



CAEP Accountability Measure 1: Completer Impact and Effectiveness

SC Department of Education Completer SCLead Impact Data Overview, Administration, and Purpose

To continue serving as a teacher in South Carolina, educators are required to successfully complete an Expanded ADEPT SCTS 4.0 Formal Evaluation at the end of their second year (sometimes the third year). Passing the Expanded ADEPT 4.0 Formal Evaluation assessment at this level enables teachers to: a) advance to a professional teaching certificate and b) be eligible for employment at the continuing-contract level. Should teachers fail to score a Met on the Expanded ADEPT SCTS 4.0 Formal Evaluation twice, they will have their teaching certificates suspended for a minimum of two years. These individuals must also complete a remediation plan developed by the South Carolina Department of Education (SCDoE) before becoming eligible for certificate reinstatement.

Classroom teachers in their formal evaluation year (typically the second year of teaching, sometimes the third year) are observed multiple times over the course of the academic year. The evaluation period consists of a preliminary evaluation cycle and a final evaluation cycle. A team of educators, the Expanded ADEPT SCTS 4.0 Formal Evaluation Team, is appointed for each teacher who is scheduled for formal evaluation. Each member of the team must have met all state Expanded ADEPT SCTS 4.0 evaluator training requirements. One member of the evaluation team must be designated to serve as the chair. Each Expanded ADEPT 4.0 Evaluation Team must consist of a minimum of two members. One evaluator must be a school- or district-level administrator or supervisor, and at least one evaluator must possess knowledge of the content being taught by the teacher who is being formally evaluated. Each evaluator must conduct one observation per cycle. Teachers evaluated in the formal evaluation year must compile an Expanded ADEPT SCTS 4.0 Formal Evaluation dossier, including observations, Student Learning Objective (SLO), and associated artifacts. The formal evaluation performance outcomes include 1) the completer's SLO growth measure and 2) ADEPT SCTS 4.0 Rubric scores (the same evaluation used by the EPP as Key Assessment in Student Teaching). Specifically, a SLO growth ratio is computed, and the SLO rating is derived. ADEPT SCTS 4.0 summative year rubric scores are provided for each indicator within teaching domains. These two measures factor in an overall rating for the teacher. The overall effectiveness teacher rating is either a Met or a Not Met final evaluation score.

Developed by the National Institute for Excellence in Teaching (NIET) for South Carolina, the proprietary [Expanded ADEPT SCTS 4.0 Formal Evaluation rubric](#) seeks to create an evaluation system that is "...valid, reliable, and fair and that produces actionable and

constructive feedback to support professional growth” (*Expanded ADEPT Support and Evaluation Guidelines, 2021, p.2*). The rubric includes four domains: Planning, Instruction, Environment, and Professionalism. Each indicator is aligned by the SCDoe with the InTASC standards (Table A). The ADEPT [SCTS 4.0 Rubric](#) scores are based on a four-point scale (4=Exemplary, 3=Proficient, 2=Needs Improvement, 1=Unsatisfactory). Scoring decisions are made by choosing the scoring level for which there is a preponderance of evidence for the bullet descriptors within the scoring level.

Table A. Expanded ADEPT SCTS 4.0 Domains and Indicators with SCDoe InTASC Alignment

Planning	Instruction	Environment	Professionalism
<ul style="list-style-type: none"> • Instructional Plans (InTASC 6, 7, 8) • Student Work (InTASC 6, 7, 8) • Assessment (InTASC 6, 7, 8) 	<ul style="list-style-type: none"> • Standards & Objectives (InTASC 4) • Motivating Students (InTASC 4, 5) • Presenting Instructional Content (InTASC 5) • Lesson Structure & Pacing (InTASC 5) • Activities & Materials (InTASC 5) • Questioning (InTASC 5) • Academic Feedback (InTASC 6) • Grouping Students (InTASC 3) • Teacher Content Knowledge (InTASC 4) • Teacher Knowledge of Students (InTASC 2) • Thinking (InTASC 5) • Problem Solving (InTASC 5) 	<ul style="list-style-type: none"> • Managing Student Behavior (InTASC 1, 2, 3) • Expectations (InTASC 1, 2, 3) • Environment (InTASC 1, 2, 3) • Respectful Culture (InTASC 1, 2, 3) 	<ul style="list-style-type: none"> • Growing & Developing Professionally (InTASC 9, 10) • Reflecting on Teaching (InTASC 9, 10) • Community Involvement (InTASC 9, 10) • School Responsibilities (InTASC 9, 10)

Central to the Expanded ADEPT SCTS 4.0 is PK-12 student growth, which is assessed through SLOs. The SLO reflects the teacher’s ability to set appropriate goals for PK-12 student learning and development, accurately measure and analyze classroom student growth, and plan, implement, and adjust instruction to ensure maximum classroom student progress, thus demonstrating the impact on PK-12 student learning for all learners. On an annual basis, classroom teachers select an SLO and provide artifacts to demonstrate excellence in teaching. In the SLO part of the evaluation, PK-12 student growth ratios are determined. A positive average ratio (ratio ranges from -1.00 to +1.00) indicates a positive impact on classroom student learning growth. Table B illustrates the relationship of the SLO Components to the SCTS 4.0 Rubric Indicators.

Table B. SLO Components Alignment to Expanded ADEPT SCTS 4.0 Indicators

Student Learning Objective (SLO) Components	SCTS 4.0 Indicators (and InTASC Alignment)
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Objective / Goals	Standards and Objectives (InTASC 4, 5)
Rationale Baseline / Trend Data Student Population	Teacher Knowledge of Students (InTASC 1, 2)
Standards / Content	Instructional Plans (InTASC 6, 7, 8)
Assessment	Assessment (InTASC 6, 7, 8)
Growth Targets	Grouping Students (InTASC 3)
Progress Monitoring	Academic Feedback (InTASC 6, 8) Questioning (InTASC 5, 8)
Instructional Strategies	Presenting Instructional Content (InTASC 5)

The weighting structure for the Expanded ADEPT 4.0 Rubric indicators part of the formal evaluation is listed in Table C. To successfully complete the formal evaluation process, the teacher must pass all four domains at the time of the final evaluation. Table D outlines requirements for passing the entire formal evaluation.

Table C. ADEPT 4.0 Domains and Weights

Domain	Weight
Planning	20%
Instruction	50%
Environment	20%
Professionalism	10%

Table D. Requirements for each the Summative ADEPT Formal Evaluation of Teachers

Composite Score Range	SCTS Ratings	Overall Effectiveness Rating
1.00 – 1.24 = 1.0	Unsatisfactory	Not Met
1.25 – 1.75 = 1.5	Needs Improvement	Not Met
1.76 – 2.25 = 2.0	Needs Improvement	Not Met
2.26 – 2.75 = 2.5	Proficient	Met
2.76 – 3.25 = 3.0	Proficient	Met
3.26 – 3.75 = 3.5	Proficient	Met
3.76 – 4.00 = 4.0	Exemplary	Met

When these evaluations are complete, school districts upload results to the SCDoE educator effectiveness portal. The SCDoE provides to each EPP its completer evaluation data through online login access to this portal. The data is available in the summer/fall following the academic year of the evaluation. The EPP has provided three cycles of these data, including Spring 2023, Spring 2024, and Spring 2025. It is important to note that this same SCTS 4.0 Rubric is the basis of the formal formative observations feedback used in the EPP's teacher preparation program throughout field experiences, in addition to its use as the Key Assessment final summative evaluation in Student Teaching.

Data Analysis (data tables at the end of this document)

A total of 21 completers in 2022-23, 21 completers in 2023-24, and 15 completers in 2024-25 were formally evaluated in the last three cycles. Some data is provided in the aggregate

and other data are disaggregated by program certification area. All program certification areas are represented. While Music Education completers are included in these SC Department of Education data, note that Music Education is NASM-accredited and not part of the CAEP review scope. Over the last three cycles of the evaluation of teacher effectiveness and impact on student learning growth, SCDoE data indicate EPP completers demonstrate an impact on student learning with positive SLO ratios, and 100% received a Met on their overall evaluation. Only one completer of the 57 scored below the Proficient level on SCTS 4.0 teacher evaluation, below a 2.26 (3 is Proficient, 4 is Exemplary), with a Needs Improvement rating, but this completer received a Met on the overall evaluation.

In 2022-2023, data for 21 completers aggregated across programs are provided by the SCDoE to include individual SCTS 4.0 indicator and SLO ratio averages. The data that are provided disaggregated by program include the individual overall evaluation rating and SLO ratings for 19 of these completers (the school district uploaded these data for only 19 of the 21). These completers represent 13 South Carolina public school districts to include Early Childhood, Elementary, Secondary English, Secondary Social Studies, Secondary Biology, Middle Level, Physical Education, and Music Education completers.

- For teacher evaluation, SCTS 4.0 rubric indicators, in the Planning domain, all the areas are above the statewide teacher average, with results from 0.05 to 0.07 higher than the statewide average. In the Instruction domain, there are equal numbers of areas that were below and above the state average. The areas below are between 0.01 and 0.09. The lowest component is *Problem-Solving and Grouping*, with a difference of .09 below the state average and overall average scores close to but still below a 3 (Proficient). In the Environment domain, all indicators are in line with state averages or above. In the Professionalism domain, all areas were above the state average (.05 to 0.38) with one area scoring below, area number 10. *The educator accepts leadership responsibilities and/or assists peers in contributing to a safe and orderly environment*, with an average score of 3.21 compared to the state's score of 3.25. The averages for this year for the EPP and the state were similar.
- The average SLO growth ratio for the EPP completers is +.07, just below the state average of +.09. A positive ratio, above 0, indicates a positive impact on classroom student learning growth.
- Disaggregated by program area data show that all completers in all programs received an SLO rating of Proficient or higher, Exemplary. The 2 Secondary Biology completers and 1 of the 4 Middle Level completers (Middle Level Mathematics completers received Exemplary SLO ratings. Every program completer received an overall formal year evaluation of Met.

In 2023-2024, data for 21 completers aggregated across programs are provided by the SCDoE to include individual SCTS 4.0 indicator and SLO ratio averages. The data that are provided disaggregated by program include the individual overall evaluation rating and SLO ratings for 18 of these completers (the school district uploaded these data for

only 18 of the 21), representing 8 South Carolina public school districts. These data include Early Childhood, Elementary, Secondary Mathematics, Secondary Social Studies, Middle Level, Physical Education, and Music Education completers.

- For teacher evaluation, SCTS 4.0 rubric indicators, in the Planning domain, *Instructional Plans* and *Student Work* are below the state average (0.08 and 0.03, respectively) and are slightly below proficiency (score of 3). *Assessment* is above the state average by 0.04. In the Instruction domain, all the components are slightly below the state average (0.03 to 0.13), with *Presenting Instructional Content* (3.0) being the lowest at 0.22 difference. Four components are below proficiency (*Questioning* 2.96, *Academic Feedback* 2.94, *Thinking* 2.91, and *Problem-Solving* 2.96). All the components in the Environment domain are below the average, with *Expectations* being the best at 0.07 difference, and *Environment* and *Respectful Culture* both being 0.20 difference, with the state (3.26 and 3.31, respectively). All the components are in a proficient range. In the Professionalism domain, two components are below the state average: *Yearly Plan* (0.08) and *Enhancing Proficiency* (0.5), with both being in the proficient range. The other components are either above or even with the state.
- The average SLO growth ratio for the EPP completers is +.07, just below the state average of +.09. A positive ratio, above 0, indicates a positive impact on classroom student learning growth.
- Disaggregated by program area data show that all but one completer received an SLO growth rating of Proficient or Exemplary. The single Middle Level completer (Middle Level Mathematics) received a Needs Improvement rating but still passed the overall evaluation with a Met, as did all the other completers. 1 of the 2 Physical Education and 1 of the 4 Elementary completers received an Exemplary SLO growth rating.

In 2024-2025, data for 15 completers aggregated across programs are provided by the SCDoe to include individual SCTS 4.0 indicator and SLO ratio averages. The data that are provided, disaggregated by program, include the individual overall evaluation rating and SLO ratings for all 15 of these completers. These data include Early Childhood, Elementary, Secondary English, Secondary Social Studies, Middle Level, Physical Education, and Music Education completers representing 7 South Carolina school districts.

- 2024-25 evaluated EPP completers, teacher evaluation SCTS 4.0 indicator ratings were the highest of the three cycles. Every indicator, with the exception of the Instruction domain indicator, *Questioning* is above the state average. Planning domain indicators are all substantially above the state averages (averages 3.23 to 3.35 with a 3.0 being a proficient score), as well as the Instructional domain indicator *Teacher Content Knowledge*, with an average score of 3.52 and .25 above the state average. Environment domain indicator *Engaging Students and Managing Behavior* is also substantially above the state average by .16. Professionalism

domain indicators are also substantially above the state average. All the components were in a proficient (score of 3) range.

- The average SLO growth ratio for the EPP completers is +.05, just below the state average of +.08. A positive ratio, above 0, indicates a positive impact on classroom student learning growth.
- Disaggregated by program area data indicate all program completers received an SLO rating of Proficient or Exemplary, and all received an overall Met on their evaluation. One of the two Elementary and 1 of the 4 Physical Education received an Exemplary SLO rating score.

Implications for Program Improvement

Across the past three evaluation cycles (2022–2023, 2023–2024, and 2024–2025), a total of 57 program completers were evaluated by the SCDoe, representing all certification areas within the EPP (except special education). Data, both aggregated and disaggregated by program, show consistent performance above or near statewide averages across the South Carolina Teaching Standards (SCTS 4.0) and Student Learning Objectives (SLOs). All completers demonstrated a positive impact on student learning, with positive SLO growth ratios each year and 100% earning an overall “Met” evaluation rating. Only one completer across the three years scored below “Proficient” on any indicator, yet still achieved a passing overall evaluation. Over time, completer performance showed improvement, with 2024–2025 scores marking the highest ratings in all domains except one Instruction indicator. In each cycle, completers in every program area received SLO ratings of “Proficient” or “Exemplary,” confirming strong teaching effectiveness and sustained impact on student learning growth.

To address these findings and continue strengthening candidate preparation, the EPP will (1) reinforce coursework and clinical seminar components related to assessment design and analysis, (2) embed explicit instructional strategies and modeling for effective questioning within methods courses, and (3) enhance classroom management preparation through targeted professional development and case-based learning. The EPP aligned its lesson plan template with the Expanded ADEPT 4.0 Performance Standards in Spring 2024 to ensure consistency between coursework and clinical practice expectations. Beginning in Fall 2025, all programs are being realigned to current state and national standards so that candidates engage consistently with standards, objectives, and ADEPT-aligned practices throughout their preparation. Ongoing collaboration between college supervisors and mentor teachers will help ensure the consistent application of ADEPT expectations, and data from future cycles will be reviewed and shared with faculty and the TEAC to monitor the effectiveness of these targeted improvements.

Data Tables

2022-2023

2022 – 2023: SC Teaching Standards (SCTS) 4.0 Results for EPP Completers (only provided in aggregate by SC Department of Education)				
	Provider Results		Statewide Results	
	Number	Percentage	Number	Percentage
Graduates Evaluated with SCTS 4.0	21	100%	1823	100%
Total Graduate SLO Average Ratio	.07		.09	

	Provider Results	Statewide Results	Difference
	Average Rating	Average Rating	
Domain 1: Planning			
Instructional Plans	3.26	3.21	+0.05
Student Work	3.15	3.08	+0.07
Assessment	3.08	3.01	+0.07
Domain 2: Instruction			
Standards & Objectives	3.32	3.20	+0.12
Motivating Students	3.24	3.24	Even
Presenting Instructional Content	3.24	3.22	+0.02
Lesson Structure & Pacing	3.09	3.17	-0.06
Activities & Materials	3.15	3.16	-0.01
Questioning	3.00	3.01	-0.01
Academic Feedback	3.09	3.06	+0.03
Grouping Students	2.98	3.07	-0.09
Teacher Content Knowledge	3.37	3.40	-0.03
Teacher Knowledge of Students	3.35	3.31	+0.04
Thinking	2.99	3.01	-0.02
Problem-Solving	2.95	3.04	-0.09
Domain 3: Environment			
Expectations	3.30	3.30	Even
Engaging Students and Managing Behavior	3.30	3.29	+0.01
Environment	3.47	3.47	Even
Respectful Culture	3.53	3.53	Even
Domain 4: Professionalism			
1. The educator is prompt, prepared, and participates in professional development meetings, bringing student artifacts (student work) when requested.	3.56	3.33	+0.23
2. The educator attempts to implement new learning in the classroom following presentations in professional development meetings.	3.42	3.31	+0.11
3. The educator develops and works on a yearly plan for new learning based on analyses of school	3.33	3.28	+0.05

improvement plans and new goals, self-assessment, and input from the teacher leader and principal observations.			
4. The educator selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.	3.33	3.28	+0.05
5. The educator makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by self-reflection after each observation.	3.64	3.26	+0.38
6. The educator offers specific actions to improve his/her teaching.	3.51	3.23	+0.28
7. The educator accepts responsibilities contributing to school improvement.	3.41	3.25	+0.16
8. The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions.	3.46	3.21	+0.25
9. The educator actively supports school activities and events.	3.40	3.36	+0.04
10. The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment.	3.21	3.25	-0.04

2022-23: SC Lead Evaluation Data – EPP and State (provided in disaggregate by certification program)						
Program Certification Area	SLO Growth Rating			Overall Evaluation – Teaching Effectiveness (SCTS 4.0) & SLO Growth		
	Exemplary	Proficient	Below Proficient	Met	Not Met	
Early Childhood n=3	0	3	0	3	0	
Elementary n=4	0	4	0	4	0	
Middle Level n=4	1	3	0	4	0	
Secondary English n=1	0	1	0	1	0	
Secondary Biology n=2	2	0	0	2	0	
Secondary Social Studies n=1	0	1	0	1	0	
Physical Education n=2	0	2	0	2	0	
Music Education n=2	1	1	0	2	0	

2023-2024

2023 – 2024: SC Teaching Standards (SCTS) 4.0 Results for EPP Completers (only provided in aggregate by SC Department of Education)				
	Provider Results		Statewide Results	
	Number	Percentage	Number	Percentage
Graduates Evaluated with SCTS 4.0	21	100%	1841	100%
Total Graduate SLO Average Ratio	.07		.09	
		Provider Results	Statewide Results	Difference
		Average Rating	Average Rating	
Domain 1: Planning				
Instructional Plans		3.13	3.21	-.08
Student Work		3.05	3.08	-.03
Assessment		3.04	3.00	+.04
Domain 2: Instruction				
Standards & Objectives		3.12	3.20	-.08
Motivating Students		3.16	3.24	-.08
Presenting Instructional Content		3.00	3.22	-.22
Lesson Structure & Pacing		3.05	3.16	-.11
Activities & Materials		3.08	3.17	-.09
Questioning		2.96	3.00	-.04
Academic Feedback		2.94	3.05	-.09
Grouping Students		3.03	3.06	-.03
Teacher Content Knowledge		3.27	3.38	-.11
Teacher Knowledge of Students		3.17	3.30	-.13
Thinking		2.91	3.01	-.10
Problem-Solving		2.96	3.04	-.08
Domain 3: Environment				
Expectations		3.23	3.30	-.07
Engaging Students and Managing Behavior		3.10	3.29	-.19
Environment		3.26	3.46	-.20
Respectful Culture		3.31	3.51	-.20
Domain 4: Professionalism				
1. The educator is prompt, prepared, and participates in professional development meetings, bringing student artifacts (student work) when requested.		3.52	3.32	+.20
2. The educator attempts to implement new learning in the classroom following presentations in professional development meetings.		3.29	3.29	Even
3. The educator develops and works on a yearly plan for new learning based on analyses of school improvement plans and new goals, self-assessment, and input from the teacher leader and principal observations.		3.17	3.25	-.08

4. The educator selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.	3.21	3.26	-0.05
5. The educator makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by self-reflection after each observation.	3.29	3.26	+0.03
6. The educator offers specific actions to improve his/her teaching.	3.29	3.27	+0.02
7. The educator accepts responsibilities contributing to school improvement.	3.48	3.29	+0.19
8. The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions.	3.26	3.26	Even
9. The educator actively supports school activities and events.	3.49	3.42	+0.07
10. The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment.	3.45	3.32	+0.13

2023-24: SC Lead Evaluation Data – EPP and State (provided in disaggregate by certification program)						
Program Certification Area	SLO Growth Rating			Overall Evaluation – Teaching Effectiveness (SCTS 4.0) & SLO Growth		
	Exemplary	Proficient	Below Proficient	Met	Not Met	
Early Childhood n=3	0	3	0	3	0	
Elementary n=5	1	4	0	5	0	
Middle Level n=1	0	0	1	1	0	
Secondary Math n=1	0	1	0	1	0	
Secondary Social Studies n=1	0	1	0	1	0	
Physical Education n=4	1	2	0	3	0	
Music Education n=4	2	2	0	4	0	

2024-2025

2024 – 2025: SC Teaching Standards (SCTS) 4.0 Results for EPP Completers (only provided in aggregate by SC Department of Education)				
	Provider Results		Statewide Results	
	Number	Percentage	Number	Percentage
Graduates Evaluated with SCTS 4.0	15	100%	1954	100%
Total Graduates Evaluated	15	100%	1954	100%
Total Graduate SLO Average Ratio	0.05		0.08	

	Provider Results	Statewide Results	Difference
	Average Rating	Average Rating	
Domain 1: Planning			
Instructional Plans	3.35	3.19	+0.16
Student Work	3.23	3.08	+0.15
Assessment	3.24	3.00	+0.24
Domain 2: Instruction			
Standards & Objectives	3.21	3.19	+0.02
Motivating Students	3.37	3.24	+0.13
Presenting Instructional Content	3.30	3.20	+0.10
Lesson Structure & Pacing	3.22	3.15	+0.07
Activities & Materials	3.30	3.16	+0.14
Questioning	2.96	3.00	-0.04
Academic Feedback	3.12	3.06	+0.06
Grouping Students	3.20	3.06	+0.14
Teacher Content Knowledge	3.52	3.37	+0.25
Teacher Knowledge of Students	3.42	3.31	+0.11
Thinking	3.10	3.00	+0.10
Problem-Solving	3.08	3.03	+0.05
Domain 3: Environment			
Expectations	3.41	3.33	+0.08
Engaging Students and Managing Behavior	3.42	3.26	+0.16
Environment	3.57	3.45	+0.12
Respectful Culture	3.61	3.51	+0.10
Domain 4: Professionalism			
1. The educator is prompt, prepared, and participates in professional development meetings, bringing student artifacts (student work) when requested.	3.61	3.29	+0.32
2. The educator attempts to implement new learning in the classroom following presentations in professional development meetings.	3.57	3.26	+0.31
3. The educator develops and works on a yearly plan for new learning based on analyses of school improvement plans and new goals, self-assessment, and input from the teacher leader and principal observations.	3.46	3.24	+0.22
4. The educator selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.	3.54	3.24	+0.30
5. The educator makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by self-reflection after each observation.	3.50	3.34	+0.26
6. The educator offers specific actions to improve his/her teaching.	3.50	3.34	+0.16

7. The educator accepts responsibilities contributing to school improvement.	3.54	3.35	+ .19
8. The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions.	3.54	3.30	+ .24
9. The educator actively supports school activities and events.	3.68	3.20	+ .48
10. The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment.	3.61	3.29	+ .32

2024 – 2025: SC Lead Evaluation Data – EPP and State (provided in disaggregate by certification program)						
Program Certification Area	SLO Growth Rating			Overall Evaluation – Teaching Effectiveness (SCTS 4.0) & SLO Growth		
	Exemplary	Proficient	Below Proficient	Met	Not Met	
Early Childhood n=3	0	3	0	3	0	
Elementary n=3	1	2	0	3	0	
Middle Level n=1	0	1	0	1	0	
Secondary English n=1	0	1		1	0	
Secondary Social Studies n=2	0	2	0	2	0	
Physical Education n=4	1	3	0	4	0	
Music Education n=1	1	0	0	1	0	