

## Measure 1: Completer Effectiveness

This set of data aligns to CAEP Annual Report Measure 1: Completer Effectiveness (*Component R4.1*).

### Contribution to P-12 Student Growth

Each spring, graduates in their first year of teaching are invited to share student growth data collected during the academic year to demonstrate their impact on student learning. The goal is to have one elementary completer and one secondary completer participate in the case study. Participants for AY 2022-23 include two elementary completers—one who earned the Special Education minor and is teaching 2<sup>nd</sup> and 3<sup>rd</sup> graders with special needs and the other teaching 4<sup>th</sup> grade—and a secondary completer who earned the special education minor and is currently assigned to a self-contained 8<sup>th</sup> grade class of students with special needs. The charts presented below reflect the K-12 student growth that occurred in classrooms of these AU program completers during the 2021-22 academic year.

Figure 1.1 demonstrates improvement on the NWEA scaled scores of 2<sup>nd</sup> and 3<sup>rd</sup> graders in both math and reading. Math scores improved from an average of 175 at the beginning of the year (BOY) to 180 by the middle of the year (MOY), resulting in five (5) growth points. Reading scores improved from 167 at the beginning of the year to 175 by middle of the year, resulting in eight (8) growth points. NWEA Percentile growth (*see Figure 1.2*) was less pronounced improving from 21.1 to 21.4 in math and from 16.1 to 20.8 in reading.

Figure 1.1

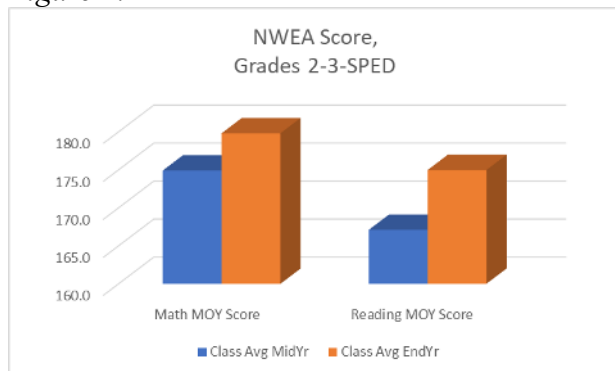


Figure 1.2

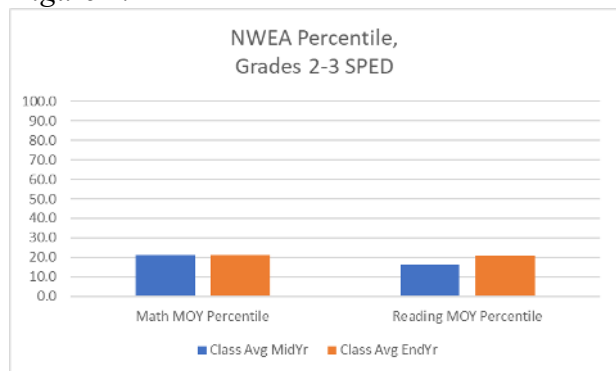


Figure 2.1 demonstrates improvement on the NWEA scaled scores of 4<sup>th</sup> graders in math, reading, language arts. Math scores improved from an average of 195 at the beginning of the year (BOY) to 204 by the middle of the year (MOY), resulting in nine (9) growth points. Reading scores improved from 194 at the beginning of the year to 200 by middle of the year, resulting in six (6) growth points. Language Arts scores improved from 194 at the beginning of the year to 201 by middle of the year, resulting in seven (7) growth points. Percentile growth for math and reading was measured via the AimsWeb assessment and is represented in Figure 2.2. By mid-year, students improved their math percentile ranking from 40 to 52 and their reading percentile ranking from 48 to 53.

Figure 2.1

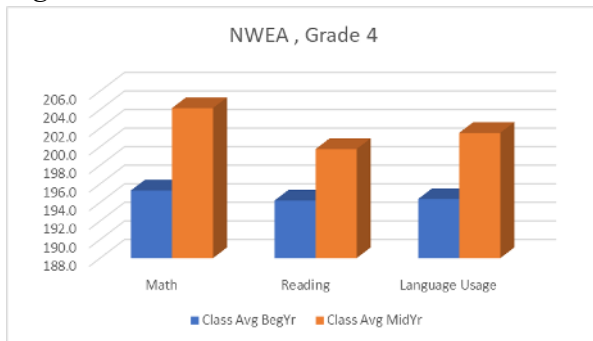
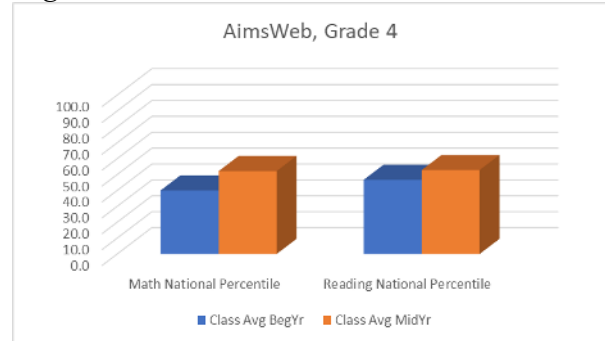


Figure 2.2



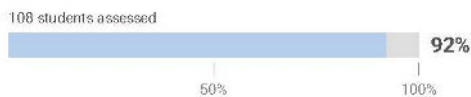
Figures 3.1 and 3.2 illustrate the progress of 8<sup>th</sup> grade students with special needs toward the annual typical growth average. Median percent progress for students in this completer’s caseload was 92% in math and 71% in reading.

Figure 3.1

### Diagnostic Growth

Subject	Math
Class/Report Group	All Math Students
Comparison Diagnostic	Wint Diagnostic

Progress to Annual Typical Growth (Median)



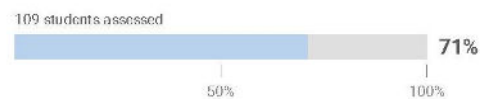
The median percent progress towards Typical Growth for this group is 92%. Typical Growth is the average annual growth for a student in their grade and baseline placement level.

Figure 3.2

### Diagnostic Growth

Subject	Reading
Class/Report Group	All Reading Students
Comparison Diagnostic	Wint Diagnostic

Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this group is 71%. Typical Growth is the average annual growth for a student in their grade and baseline placement level.

Completers were asked to reflect on the data they presented. Highlights from these analysis include:

- Review of student assessment data informs selection of interventions.
- Benchmarking throughout the year highlights what instructional strategies are effective or not.
- Evaluation of data shows where I need to reteach.

### Application of Professional Knowledge, Skills, and Dispositions in the P-12 Classroom

The Indiana Department of Education reports annually on novice teachers’ level of effectiveness as rated by their employers. The annual report reflects data collected from the prior academic year. The data from the 2023 report is included in the table below, which represents data collected on beginning teachers (3 years of service or less) in public schools in Indiana. Beginning teachers are evaluated by their employers on a scale ranging from “Highly Ineffective—1” (1) to “Highly Effective—4.” In 2022-23 all AU program completers evaluated were rated either “Effective” or “Highly Effective.”