As part of their research on Completer Impact on P-12 Learners learning and development, the Southern Wesleyan’s School of Education Educator Preparation Programs (EPP) are currently using a Case Study method to determine completer impact. Three recent completers are currently serving as Case Study participants. A summary of each completer’s impact is given below. Completers one shows impact on grade level fluency progress. Completer 2 data on impact is reflected through a summary of the first two years of evaluation.

**Case Study: Completer Participant 1**

**SLO 2019-2020 3rd Grade Fluency Progress**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Name | Baseline | Fall (11/13) | Winter (12/10) | Spring | Goal |
| Student A | 13 | 24 | 19 | 33 | 33 |
| Student B | 22 | 31 | 34 | 40 | 42 |
| Student C | 36 | 74 | 74 | 79 | 56 |
| Student D | 48 | 76 | 75 | 78 | 68 |
| Student E | 28 | 64 | 69 | 93 | 48 |
| Student F | 27 | 35 | 32 | 49 | 47 |
| Student G | 20 | 43 | 39 | 43 | 40 |
| Student H  (New 11/5) |  | 90 | 89 | 110 | 110 |
| Student I  (New 11/1)  (moved 12/9) |  | 26 |  |  | 49 |

**SLO:** By the end of the interval of instruction, students will demonstrate word growth in oral reading fluency as measured by easyCBM oral reading fluency through progress monitoring.

**Outcome: 86% of the students met the growth target goal. 6 out of the 7 students monitored either met or exceeded their goal.**

**Student population**: The 3rd grade reading resource class has 7 students. There are 3 girls and 4 boys in the class. There is 1 African American student and 6 Caucasian students. 4 students receive free lunch, 1 student receives a reduced price for lunch, and 2 students pay the full price for lunch. 5 out of the 7 students have learning disabilities. 2 out of the 7 are developmentally delayed. 2 out of the 7 receive speech services. Each student has an IEP and receives 30 minutes of special education individualized services daily in reading. All of the students receive 20 minutes of specialized writing instruction. 5 out of the 7 students receive specialized math services for 30 minutes daily. 6 out of the 7 students receive oral administration. All students receive extended time and small group for quizzes and test. 4 out of the 7 students get copies of the teacher’s notes and preferential seating. 1 student can have multiple or frequent breaks.

**Baseline:** A reading fluency passage was used for a baseline measurement. The passage and program being used will be easyCBM. This program shows the percentile in relation to non-disabled peers and if the student is at risk. In the fall, non-disabled 3rd graders should be able to read 70 words a minute. The lowest student read 13 words a minute and is in the 1st percentile. This student has high risk. The highest student read 48 words a minute and is in the 12 percentile. The student has some risk. On average the class can read 28 words a minute and has very high risk. The students will read for fluency every 2 weeks to monitor growth. Student A read 13 words a minute. Student B read 22 words a minute. Student C read 36 words a minute. Student D read 48 words a minute. Student E read 28 words a minute. Student F read 27 words a minute. Student G read 20 a minute

**Plan for progress monitoring:** Each student will read a passage testing fluency every 2 weeks. 4 out of the 5 days a week the class uses a direct instruction program. The McGraw Hill Education program created an SRA corrective reading decoding strategies in which students are learning from daily. The program focuses students with learning disabilities. Corrective Reading provides intensive direct instruction-based reading intervention for students in Grades 3–Adult who are reading below grade level. This Direct Instruction reading intervention program delivers tightly sequenced, carefully planned lessons that give struggling students the structure and practice necessary to become skilled, fluent readers and better learners. Students will be encouraged to improve their reading fluency through a reading progress board. Every 2 weeks the students will color in how many words they read a minute to see their growth.

**Instructional Strategy:** The SRA Corrective Reading program I am using suggest students will have the opportunity to show growth weekly in their reading ability. Corrective Reading provides intensive direct instruction-based reading intervention for students in Grades 3–Adult who are reading below grade level. This Direct Instruction reading intervention program delivers tightly sequenced, carefully planned lessons that give struggling students the structure and practice necessary to become skilled, fluent readers and better learners. The program will help my students with learning disabilities get on grade level and improve word fluency.

**Case Study: Completer Participant 2**

**Evaluation (18/19)**

2018-2019 Evaluation |

Expanded ADEPT (SCTS) | Classroom-Based Teacher | Formative | Induction 1

**Evaluation Results**

The following requirements have not been met: The minimum number of walkthrough(s) for the Preliminary Cycle have not been completed.

**Educator Comments & Feedback**

Feedback and comment from the educator comments [no comments]

**Final Conference & Comments**

Final conference date 3/18/2019

Evaluator comments [no comments]

**Observations of Professional Practice**

Domain Score Weighted Score Performance Level

Planning (20 %) 3.00 0.60 Proficient

Instruction (50 %) 3.17 1.58 Proficient

Environment (20 %) 3.50 0.70 Proficient

Professionalism (10 %) 3.90 0.39 Exemplary

**Final Evaluation Ratings**

Overall Composite Rating/Score Proficient 3.27

This is the composite score for observations and the professionalism rubric.

Student Learning Objective Rating/Score Proficient 0.00

The score of the student learning objective.

Final Overall Composite Rating/Score Proficient 3.27

The final score when the SLO score is added to (or subtracted from) the observation/professionalism composite

Overall Status Met

**Recommendations for Next Year**

Next Evaluation Level Summative

Next Contract Level Annual 1

Hire Status Rehired

**Case Study: Completer Participant 2**

**Evaluation (19/20)**

2019-2020 Evaluation |

Expanded ADEPT (SCTS) | Classroom-Based Teacher | Formative | Induction 1

**Evaluation Results**

The following requirements have not been met: The minimum number of walkthrough(s) for the Preliminary Cycle have not been completed.

**Educator Comments & Feedback**

Feedback and comment from the educator comments [no comments]

**Final Conference & Comments**

Final conference date 3/17/2020

Evaluator comments Excellent teacher!

**Observations of Professional Practice**

Domain Score Weighted Score Performance Level

Planning (20 %) 3.00 0.60 Proficient

Instruction (50 %) 3.21 1.60 Proficient

Environment (20 %) 3.13 0.63 Proficient

Professionalism (10 %) 4.00 0.40 Exemplary

**Final Evaluation Ratings**

Overall Composite Rating/Score Proficient 3.23

This is the composite score for observations and the professionalism rubric.

Student Learning Objective Rating/Score Exemplary 0.25

The score of the student learning objective.

Final Overall Composite Rating/Score Proficient 3.48

The final score when the SLO score is added to (or subtracted from) the observation/professionalism composite

Overall Status Met

**Recommendations for Next Year**

Next Evaluation Level GBE

Next Contract Level Continuing

Hire Status Rehired