

## 4.1 Completer Impact on P12 Student Learning

### Description and Analysis of Data Sets

The Department of Education at Franklin College collected P-12 impact/student learning data from three recent completers of the elementary education program. All completers are employed in Indiana public elementary school settings, and their respective schools are currently implementing the use of scales for assessment based upon research by Marzano. Each data set provided started with a baseline assessment and a minimum of one assessment after a teaching/ learning cycle was completed.

### Completer #1: P-12 Student Assessment Data

Standard: 4.RL.2.2: Paraphrase or retell the main events in a story, myth, legend

*Identify the theme and provide evidence for the interpretation*

Student Number	Baseline	Assessment 1	Assessment 2
1	2	3	4
2	1	2.5	2.5
3	1.5	2	2.5
4	1.5	2.5	3.5
5	1.5	2.5	2.5
6	2.5	3	3
7	1.5	2.5	3.5
8	0.5	0.5	0.5
9	2	3.5	3.5
10	2	2.5	2.5
11	1.5	3	3
12	1.5	3	3
13	1.5	3.5	3.5
14	1.5	4	4
15	2	3	3
16	2.5	3	3
17	2	3	3.5
18	2.5	4	4
19	2.5	4	4
20	1.5	3.5	3.5
21	1.5	4	4
22	2	3	4
23	1.5	3	3.5
24	2	2	3

25

1.5

2

3

26

1

2.5

3

The baseline scores above indicate that 100% of the students fell below proficiency (level 3). After a teaching and learning cycle, the first assessment showed that 54% had reached proficiency and 35% were approaching proficiency. After an additional remediation cycle, 81% of students demonstrated proficiency and 15% were approaching proficiency.

### Completer #2: P-12 Student Assessment Data

2. RN. 4.2 Compare and Contrast Two Texts on the Same Topic	Baseline	Assesment 1	Assessment 2
1	1.5	3	4
2	1	2.5	2.5
3	2	3.5	4
4	2	3	3
5	2	3	4
6	2	2.5	3
7	2	3.5	3.5
8	2	3	3.5
9	2	3	3.5
10	2	3.5	3.5
11	2	2	2.5
12	2	3	3.5
13	2	4	4
14	2	4	4
15	2	3	3.5
16	1.5	2.5	3
17	2	3.5	4
18	2	2.5	2.5
19	2	3	3
20	2	2.5	3
21	1.5	2	3
22	2	4	4

The baseline scores above indicate that 100% of the students fell below proficiency (level 3). After a teaching and learning cycle, the first assessment showed that 68% had reached proficiency and 23% were approaching

proficiency. After an additional remediation cycle, 86% were proficient and 14% were approaching proficiency.

**Completer #3: P-12 Student Assessment Data**

K.RF.4.2-Blending Sounds - K.RF.4.2 Blend consonant-vowel-consonant (CVC) sounds to make words.

Student 1	1.5	2.5
Student 2	1.5	2.5
Student 3	1.5	3
Student 4	2.5	3
Student 5	3	3
Student 6	2	3
Student 7	2	3
Student 8	0	3
Student 9	2	3
Student 10	2.5	3
Student 11	2	3
Student 12	3	3
Student 13	1.5	3
Student 14	3	3
Student 15	2.5	3
Student 16	1.5	3.5
Student 17	0	2
Student 18	2	3
Student 19	2.5	3
Student 20	2	3
Student 21	1.5	2.5

Baseline scores above indicate that 87% of the students fell below proficiency (level 3). After a teaching and learning cycle, the final assessment showed that 83% had reached proficiency and 13% were approaching proficiency.

**Interpretation of Data Sets**

Upon review and analysis of the three P-12 student learning data sets provided, it is most notable that each completer (teacher) documented student growth with all students --with only one exception. (One of the three completers (teachers) documented one student whose score remained the same as the baseline assessment.) This collection of data suggests that completers in this case study demonstrated high proficiency in positively impacting P-12 student learning in their classrooms.