Taylor University Education students effectively contribute to the learning growth of P-12 students as demonstrated through NWEA growth provided by school district partners across several grade levels and by alumni. Alumni have also started sharing principal observations and evaluations with us to supplement our data. Many districts have high populations of diverse students. We will continue to partner with these schools and our alumni to collect data in a way that informs how we ensure completers contribute to student learning growth.

NWEA Observed Growth 2022-2023 (Completer G)

MATH	Average	Min	Max
points	28.65	14	53
percentiles	1.5	0	4

READING	Average	Min	Max
points	8.6	-12	34
percentiles	-0.15	-2	2

LANGUAGE	Average	Min	Max
points	13.05	-8	30
percentiles	0.55	0	3

It is observed that Completer G has extensively impacted student learning as demonstrated by high levels of average points of growth on NWEA scores. These scores are supported by her teaching observation.

Observation Report

Observer: Principal Completer G	**Teacher Observed: Completer G**
Date: 1/26/2023 **Time: 1:10 PM**	**Subject: Math**
School: Completer G School	**No Video**
Entered By: Principal Completer G	**Announced: No**

Designing And Planning Instruction	Observer Ratings	Self-Reflect Ratings
Instructional Plans (IP)	3	4
Student Work (SW)	3	4
Assessment (AS)	3	4

The Learning Environment	Observer Ratings	Self-Reflect Ratings
Expectations (ES)	3	4
Engaging Students and Managing Behavior (ESMB)	4	4
Environment (ENV)	4	4
Respectful Culture (RC)	4	5

| Instruction	Observer Ratings	Self-Reflect Ratings
Standards and Objectives (S&O)	3	3
Motivating Students (MOT)	3	3
Presenting Instructional Content (PIC)	3	4
Lesson Structure and Pacing (LS)	4	3
Activities and Materials (ACT)	3	3
Questioning (QU)	4	4
Academic Feedback (FEED)	3	5
Grouping Students (GRP)	3	4
Teacher Content Knowledge (TCK)	4	5
Teacher Knowledge of Students (TKS)	4	5
Thinking (TH)	3	3
Problem Solving (PS)	3	3

Observer

| Reinforcement Evidence/Objective: QU	Refinement Evidence/Objective: PIC
By the end of the conference, Completer G will discuss the impact of Questioning, specifically how s/he provides opportunities for students to actively answer questions and engaging with the teacher or each other and how this increases student achievement in her/his classroom.	By the end of the conference,Completer G will discuss and create a plan for Presenting Instructional Content, specifically how s/he can increase all student learning by engaging students in the model to demonstrate accurate understanding of the content and performance expectations.

Self-Reflect

NWEA Observed Growth 2021-2022
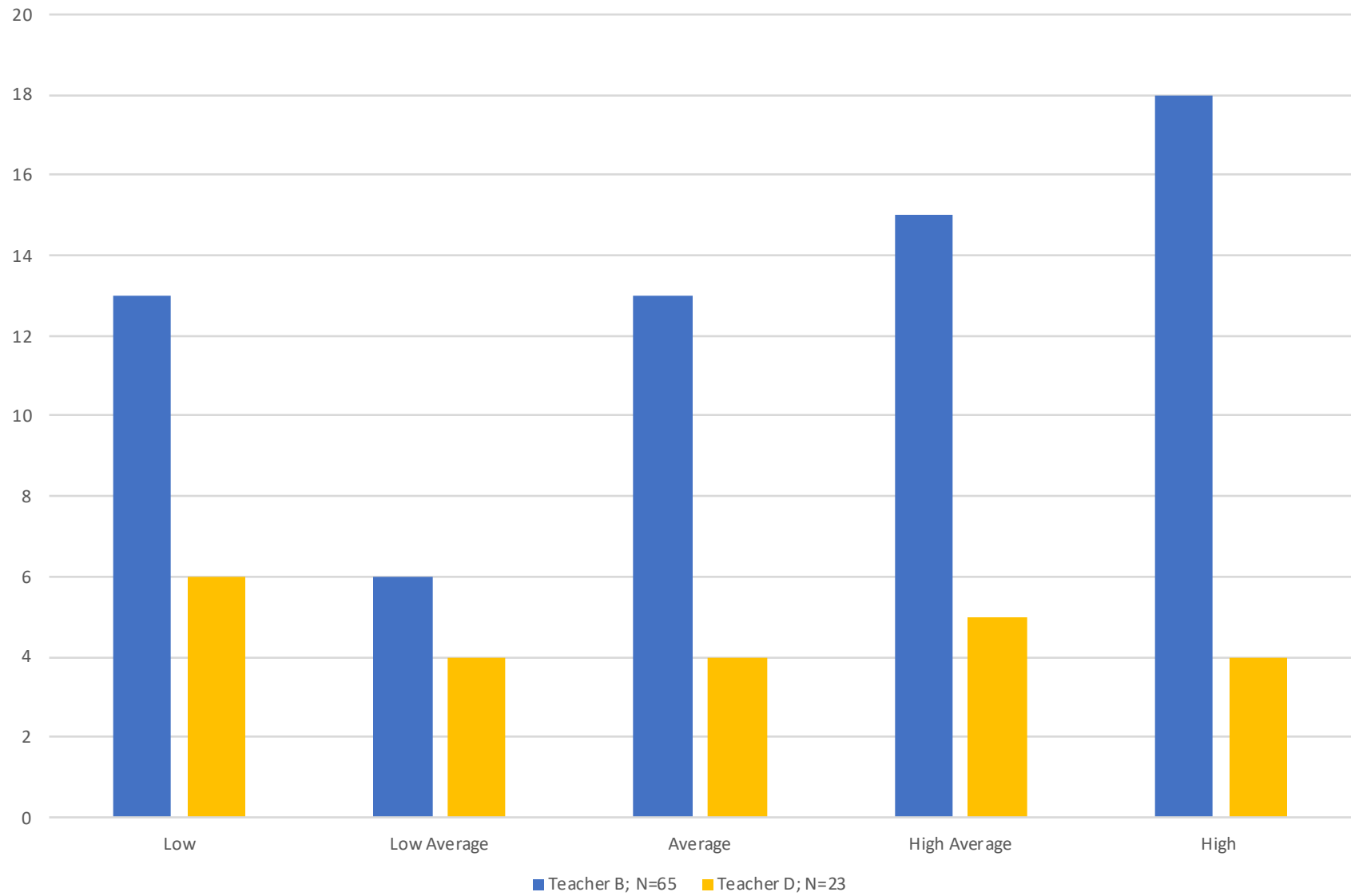
High Percentages of Students Demonstrated Observed Growth
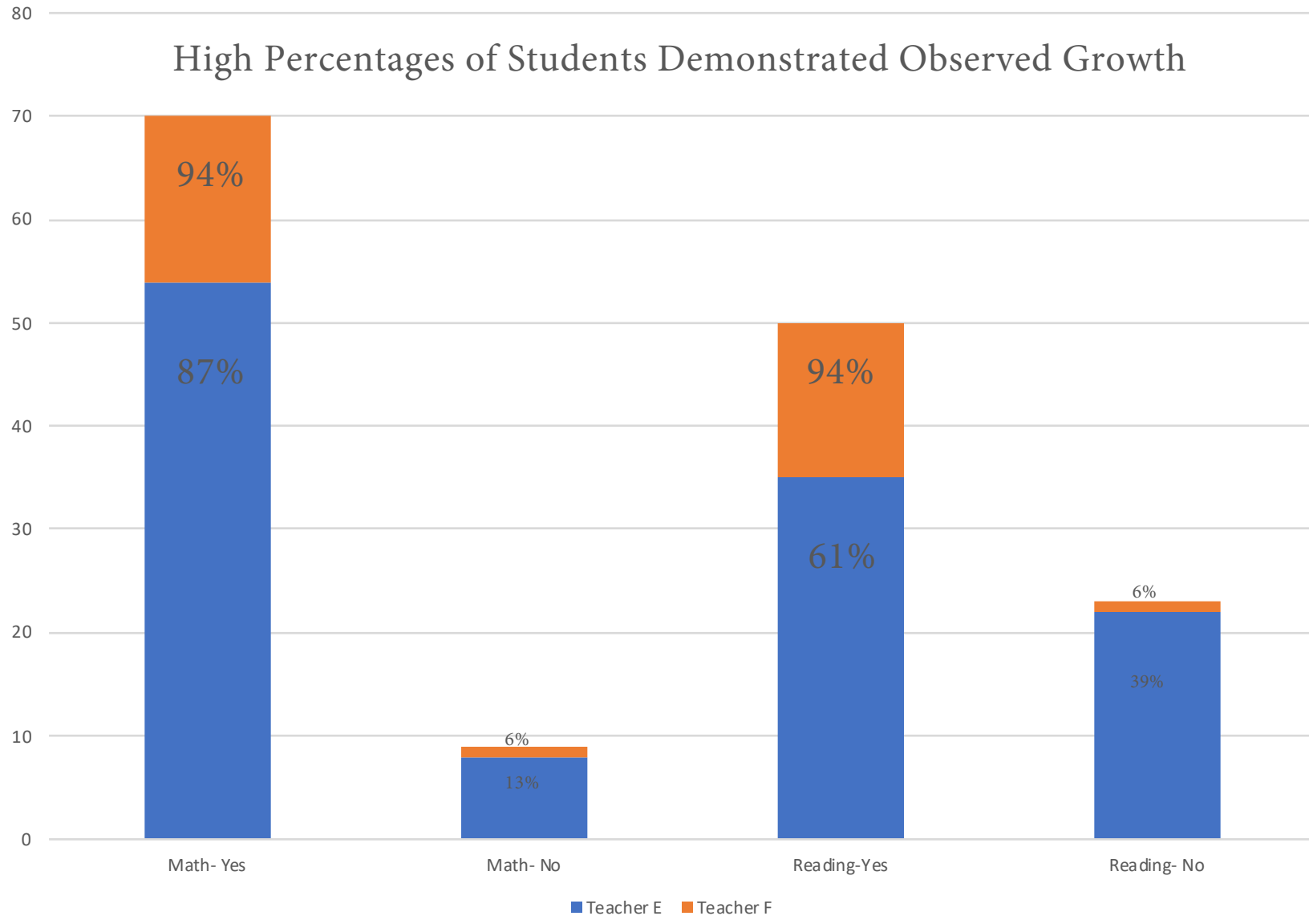
NWEA Met Projected Growth 2021-2022
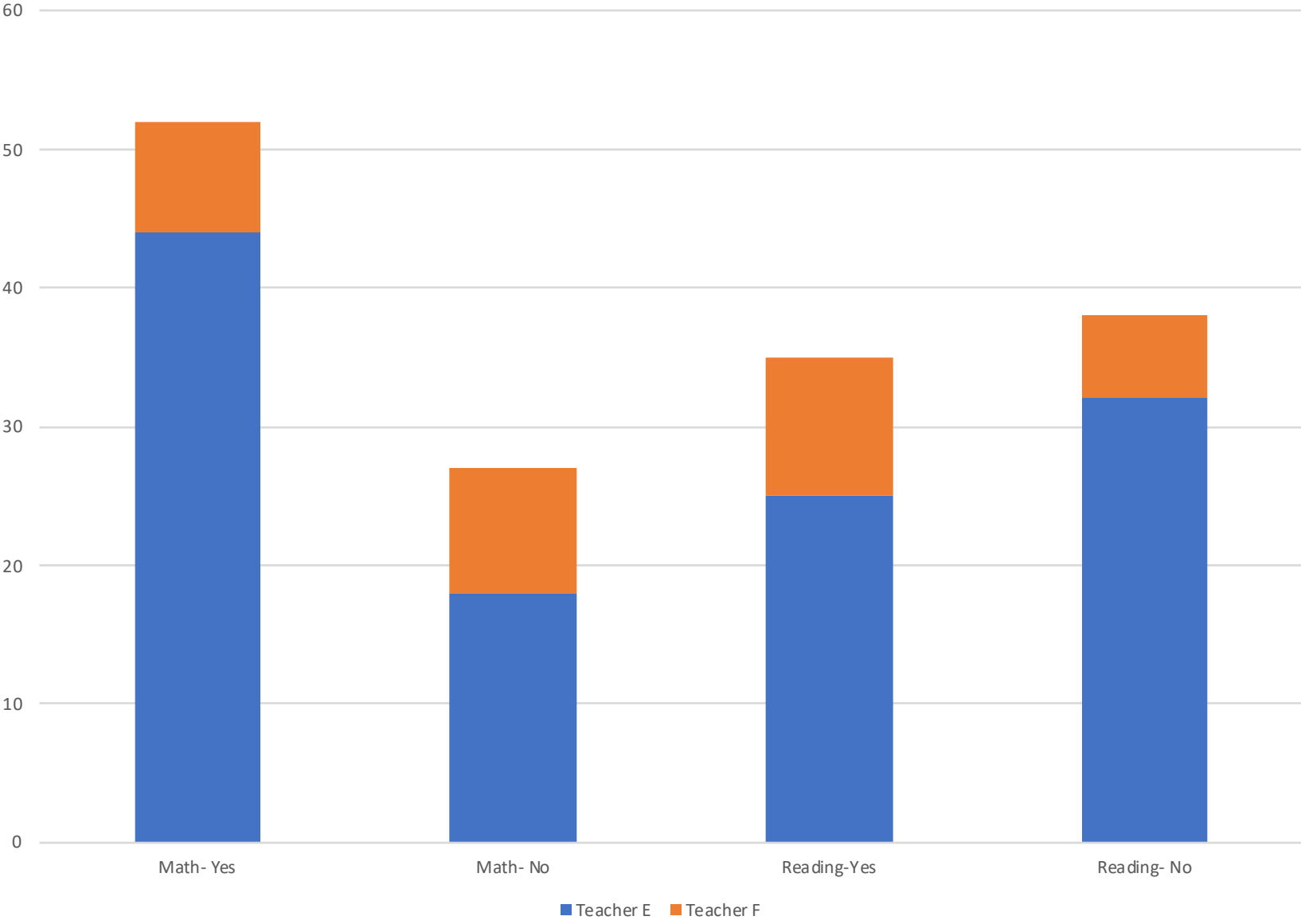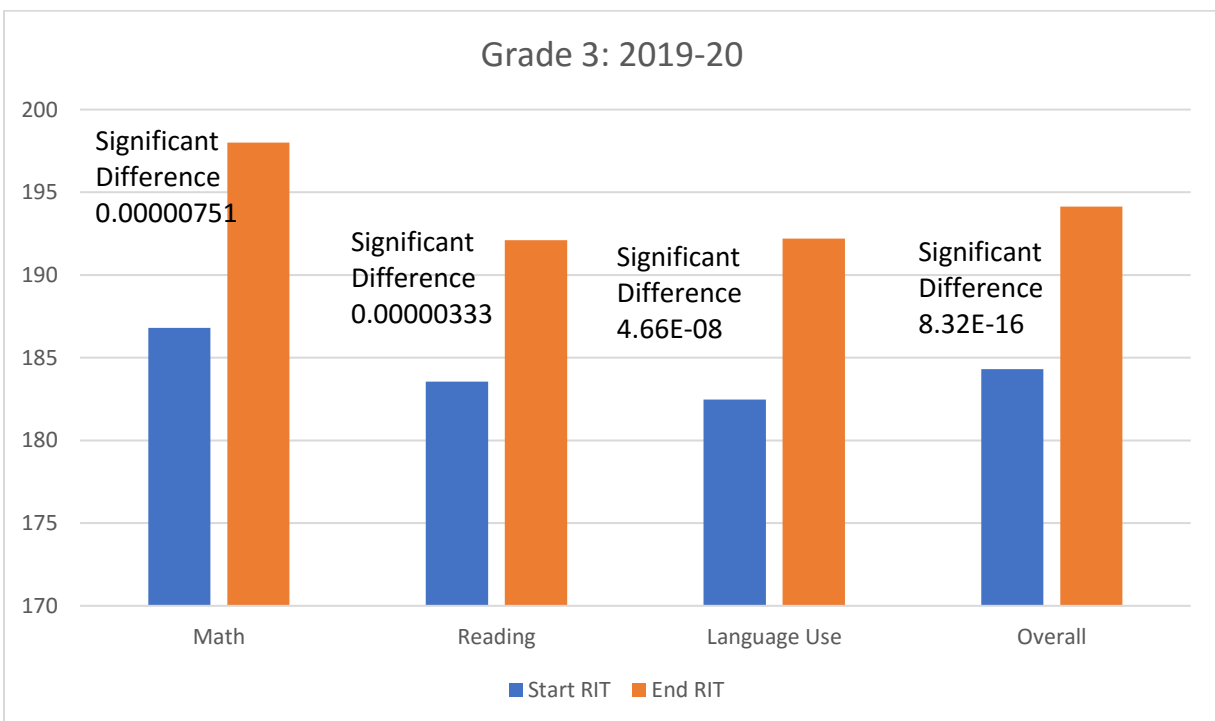
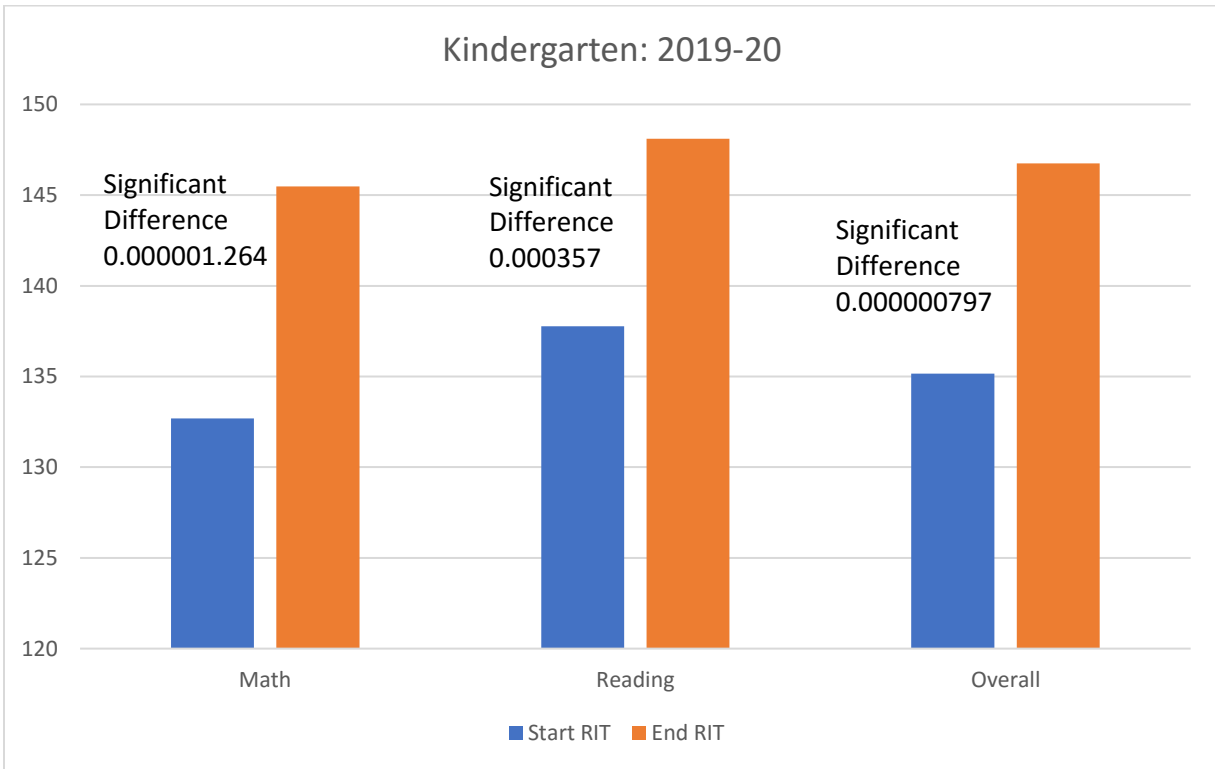NWEA Data Language Arts and Reading 2020-2021
Growth Fall to Winter
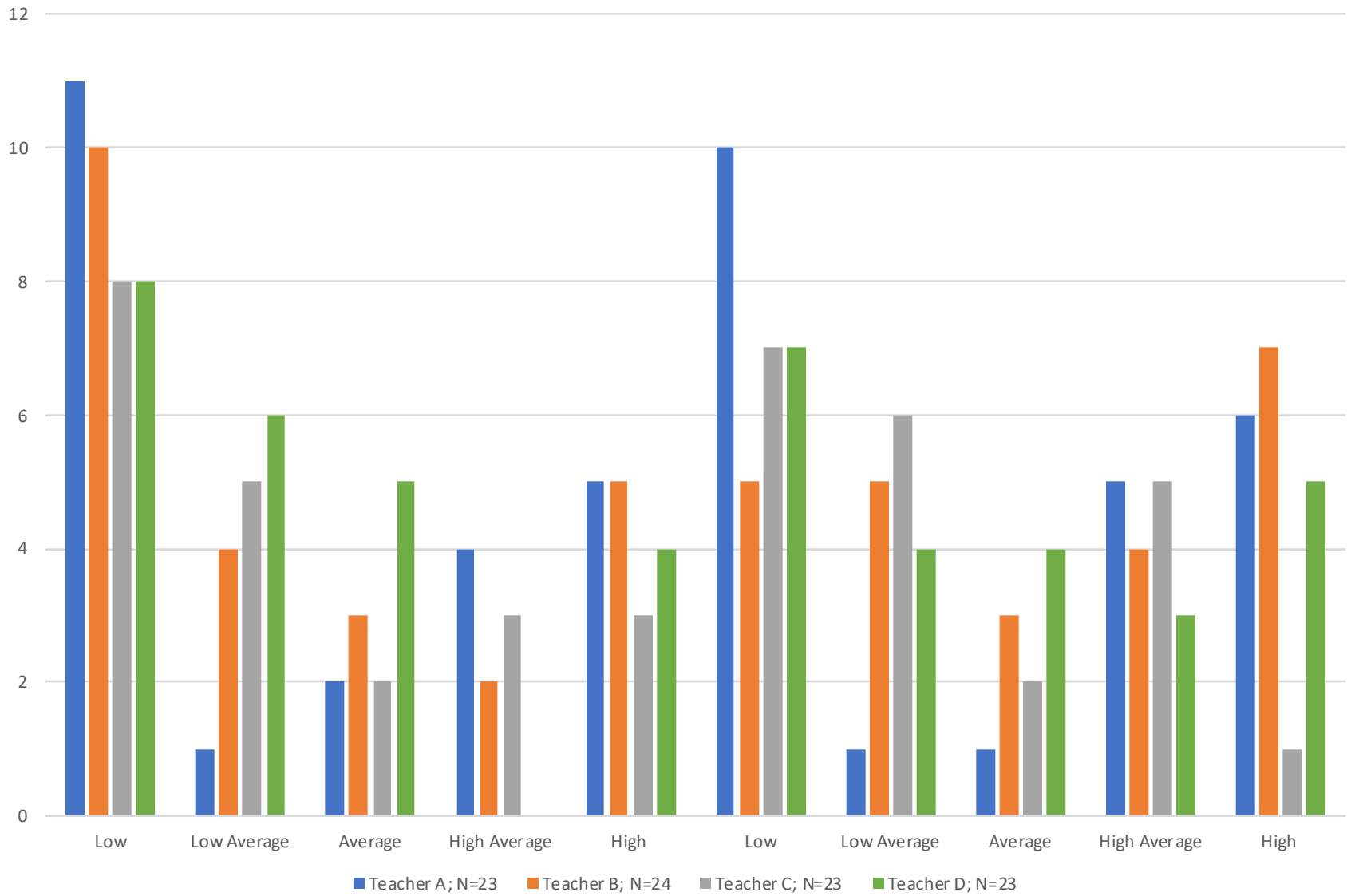
NWEA Data Language Arts and Math 2020-2021
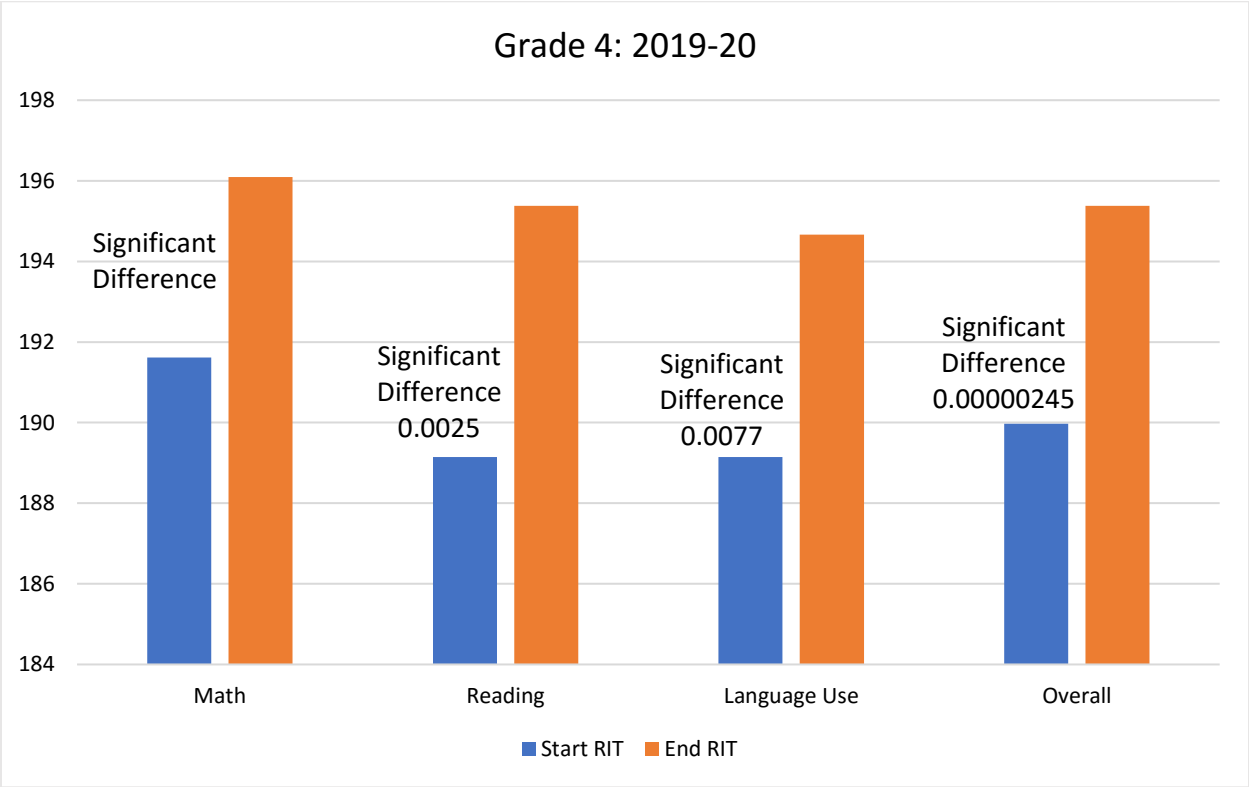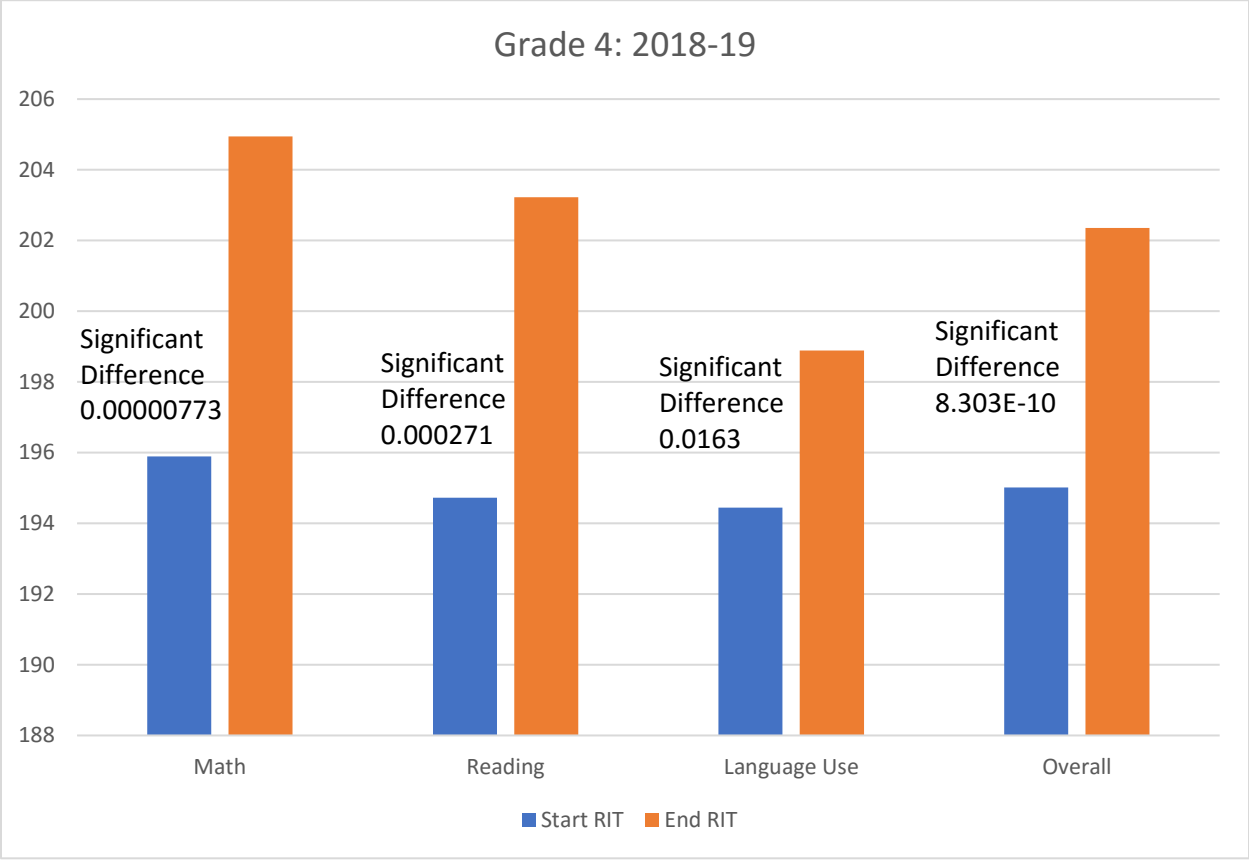Growth Fall to Winter
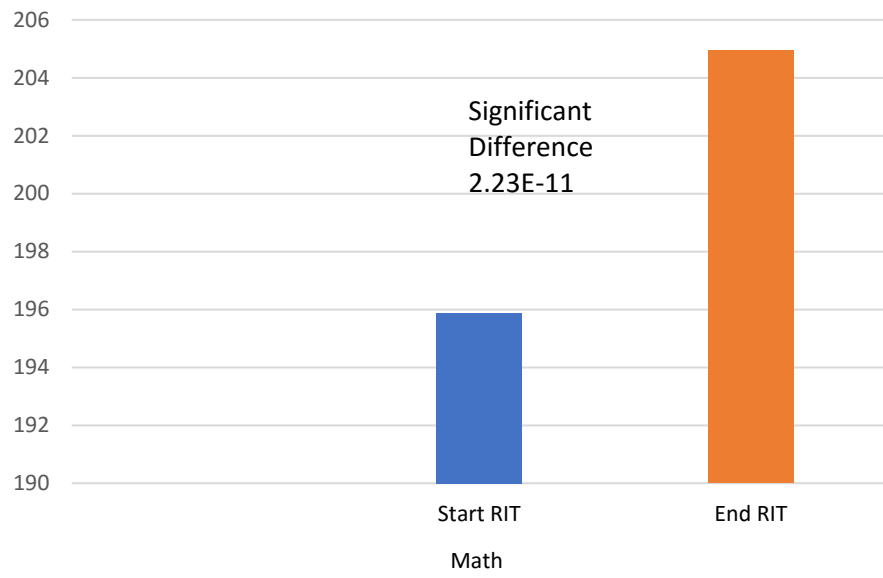
Alumni Impact on Student Learning

Prior to COVID, we were able to collect some data on reading and math RIT test scores for some completers in several grade levels 2018-2020 from two school district partners. One district has a high population of racially diverse and low SES students. *2020-2022 information has been requested from sources.*
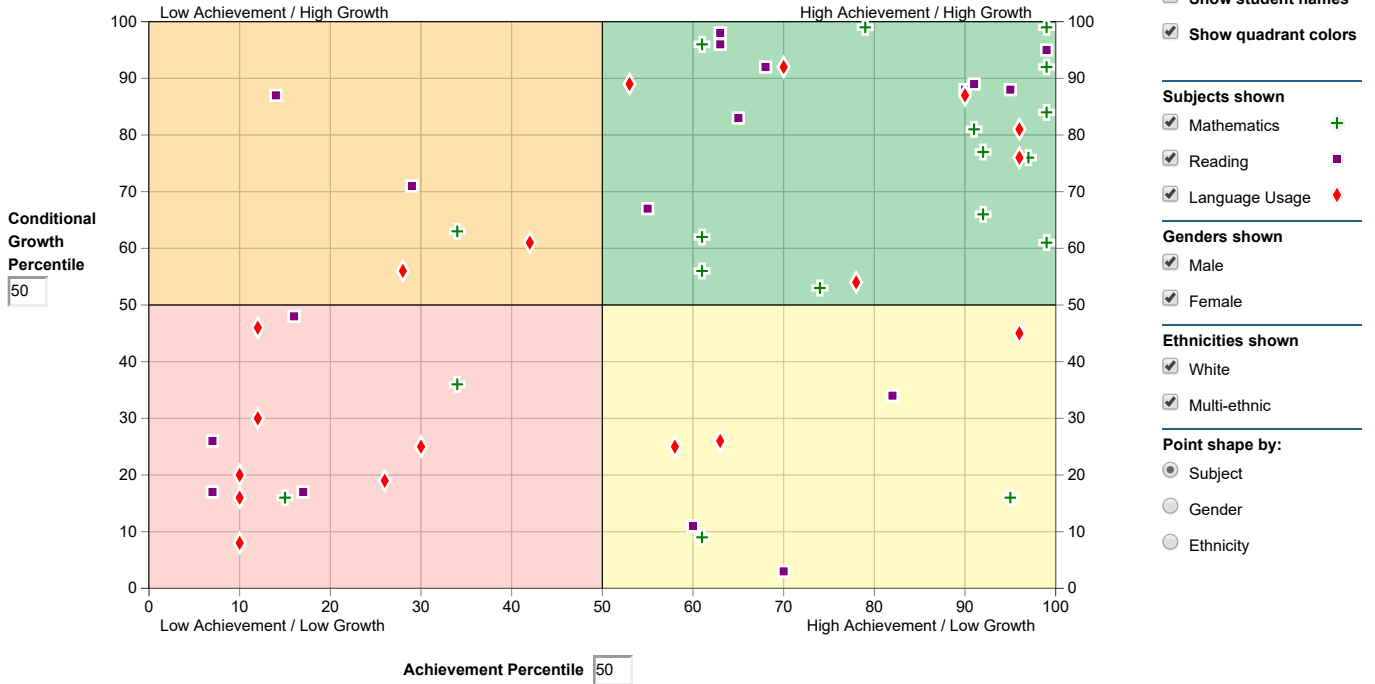
Kindergarten: 2019-20

Significant Difference 0.000001.264 (Math)

Significant Difference 0.000357 (Reading)

Significant Difference 0.000000797 (Overall)

Categories: Math, Reading, Overall

Legend: Start RIT, End RIT

Grade 3: 2019-20

Significant Difference 0.00000751 (Math)

Significant Difference 0.00000333 (Reading)

Significant Difference 4.66E-08 (Language Use)

Significant Difference 8.32E-16 (Overall)

Categories: Math, Reading, Language Use, Overall

Legend: Start RIT, End RIT

Grade 4: 2018-19

Significant Difference 0.00000773 (Math)

Significant Difference 0.000271 (Reading)

Significant Difference 0.0163 (Language Use)

Significant Difference 8.303E-10 (Overall)

Start RIT   End RIT

Grade 4: 2019-20

Significant Difference (Math)

Significant Difference 0.0025 (Reading)

Significant Difference 0.0077 (Language Use)

Significant Difference 0.00000245 (Overall)

Start RIT   End RIT

Grade 6: 2018-19

Significant
Difference
2.23E-11

Start RIT	End RIT

Math

Achievement Status & Growth Summary with Quadrant Chart

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2018-2019 Spring 2 CITI/2D

Term Tested:	Winter 2018-2019
Term Rostered:	Spring 2018-2019
District:	_____Community Schools
School:	

Norms Reference Data:	2015
Growth Comparison Period:	Fall 2018- Winter 2019
Weeks of Instruction:	Start - 4(Fall 2018)
	End - 20(Winter 2019)
Small Group Display:	No

Conditional Growth Percentile 50

Achievement Percentile 50

Show student names
☑ **Show quadrant colors**

Subjects shown
☑ Mathematics +
☑ Reading ■
☑ Language Usage ◆

Genders shown
☑ Male
☑ Female

Ethnicities shown
☑ White
☑ Multi-ethnic

Point shape by:
◉ Subject
○ Gender
○ Ethnicity

				Achievement Status				Growth								
				Fall 2018		**Winter 2019**		**Student**							**Comparative**	
Name ❯ ID	WI 2019 Grade	WI 2019 Date		RIT Range (+/- SEM)	Percentile Range (+/- SE)	RIT Range (+/- SEM)	Percentile Range (+/- SE)	Projected RIT	Projected Growth	Observed Growth	Observed Growth SE	Growth Index	**Met Projected Growth**	Conditional Growth Index	Conditional Growth Percentile
❯ Mathematics ts															
🟩		2	12/12/18	204-**207**-210	98-**99**-99	216-**219**-222	99-**99**-99	213	6	12	4.7	6	**Yes**	1	84
🟥		2	12/13/18	165-**168**-171	18-**25**-34	170-**173**-176	10-**15**-22	178	10	5	4.5	-5	**No**	-1	16
🟩		2	12/12/18	190-**193**-196	83-**89**-93	202-**205**-208	88-**92**-95	201	8	12	4.6	4	**Yes‡**	0.8	77
🟩		2	12/12/18	167-**170**-173	22-**30**-39	186-**190**-194	50-**61**-70	180	10	20	4.7	10	**Yes**	1.8	96
🟩		2	12/12/18	177-**180**-183	49-**59**-68	187-**190**-193	51-**61**-70	189	9	10	4.7	1	**Yes‡**	0.1	56
🟩		2	12/12/18	192-**195**-198	87-**91**-95	202-**205**-208	88-**92**-95	203	8	10	4.7	2	**Yes‡**	0.4	66
🟧		2	12/17/18	166-**169**-172	20-**28**-36	178-**181**-184	26-**34**-43	179	10	12	4.5	2	**Yes‡**	0.3	63

Achievement Status & Growth Summary with Quadrant Chart

B

2019-2020 Winter 2 CITI/2D

Term Tested:	Winter 2019-2020
Term Rostered:	Winter 2019-2020
District:	_____ Community Schools
School:	___

Norms Reference Data:	2015
Growth Comparison Period:	Fall 2019- Winter 2020
Weeks of Instruction:	Start - 4(Fall 2019)
	End - 20(Winter 2020)
Small Group Display:	No

Show student names
☑ Show quadrant colors

Subjects shown
☑ Mathematics +
☑ Reading ■
☑ Language Usage ◆

Genders shown
☑ Female
☑ Male

Ethnicities shown
☑ White
☑ Multi-ethnic

Point shape by:
⦿ Subject
◯ Gender
◯ Ethnicity

Conditional Growth Percentile [50]

Achievement Percentile [50]

				Achievement Status				Growth							
				Fall 2019		**Winter 2020**		**Student**						**Comparative**	
Name ❯ ID	WI 2020 Grade	WI 2020 Date		RIT Range (+/- SEM)	Percentile Range (+/- SE)	RIT Range (+/- SEM)	Percentile Range (+/- SE)	Projected RIT	Projected Growth	Observed Growth	Observed Growth SE	Growth Index	**Met Projected Growth**	Conditional Growth Index	Conditional Growth Percentile
⌃ **Mathematics:** 21students															
⌄ **Reading:** 21students															
🟨		2	12/5/19	197-**200**-203	92-**95**-97	203-**206**-209	89-**93**-95	207	7	6	4.7	-1	**No‡**	-0.1	46
🟥		2	12/3/19	148-**151**-154	4-**6**-10	157-**160**-163	3-**5**-8	163	12	9	4.7	-3	**No‡**	-0.5	30
		2	12/3/19	***	***	153-**156**-159	2-**3**-5								
🟥		2	12/3/19	166-**169**-172	28-**36**-44	164-**167**-170	9-**13**-18	179	10	-2	4.6	-12	**No**	-2.1	2
🟩		2	12/3/19	202-**205**-208	96-**97**-98	213-**216**-219	97-**98**-99	211	6	11	4.8	5	**Yes**	0.8	80
🟥		2	12/3/19	151-**154**-157	6-**9**-13	155-**158**-161	2-**4**-6	166	12	4	4.7	-8	**No**	-1.3	9