

**Documentation of Impact on Student Learning – Advanced Programs**

<b>Program Completer</b>	<b>Follow Up Date</b>	<b>Area (Special Ed/Reading)</b>	<b>Evidence of Positive Impact</b>
D Completed summer 2016 (part of follow up study in 2019)	March 2019 (data obtained from follow up study)	Special Education	Review of progress reports for six students on IEP's at the secondary level indicated that all students are making progress toward meeting IEP goals. Assessments and IEP's are all up-to-date.
M Completed summer 2017 (part of follow up study in 2019)	March 2019 (data obtained from follow up study)	Special Education	Fountas & Pinnell Benchmark Assessment evaluating student reading and comprehension ability- data on 7 IEP students in 5 <sup>th</sup> grade – all showed steady gains in scores from August – March. All students showing progress in reading averaging approximately 70%
J Completed Dec. 2018	Dec. 2018 Practicum II	Special Education	All students showing progress on IEP's, Excellent job evaluations.
C Completed Dec. 2018	Dec 2018 Practicum II	Special Education	A review of IEP's and student data during second practicum observations indicated that all students are making satisfactory progress. Excellent job evaluations
K Completed May 2019	May 2019	Reading specialist	Post Testing Elementary – Fountas and Pinnell Reading Passages data showed student at 94% accuracy
K Completed Dec. 2019 (teaching 3 years)	Dec. 2019 Practicum II	Special education	Data on IEP students (grades 1-3) show that all students are making improvements on quarterly progress reports. The average gain for reading was 46% (all students met or exceeded their goals), 65% gain for math (3 students with math goals met or exceeded their goals), and 25% gain on social/emotional goals. The progress reports measured phonemic awareness skills and decoding skills, basic math skills (counting, adding/subtracting), and various social/emotional skills that students were struggling with. Job

			evaluations indicate accomplished or proficient in all categories.
T Spring 2020 Practicum II, teaching two years	May 2020	Special education	Data provided for students regarding activity completion, following instruction, positive peer interactions, and non-aggression all showed significant positive gains from August to March. All students making gains on IEP's Student showed one-year gain in math from a scaled score of 1650 to a scaled score of 2348
A Practicum II, teaching two years	May 2020	Special education	Data on students with ASD showed both academic and behavioral gains. Excellent job evaluations from the district.
E Practicum II, teaching one year	May 2020	Special education	General data reviewed from practicum materials showed that second and third grade students on IEP's were making satisfactory progress. Job evaluation showed proficient in most areas.
K Practicum I	May 2020	Special education	Data on 1 <sup>st</sup> grade students on IEP's showed gains in reading sight words from 60% in January (baseline) to 83% in March. Addition and subtraction showed gains from 60% (baseline) to 100% in March. One student did not show gains due to extensive absences and life changes. All six students on IEP's showed gains in the DIBELS Reading - Composite
M Practicum II	Aug. 2020	Special Education	A middle school corrective reading class, measuring Lexile scores on the Scantron assessment  Student 1 from 60L to 105L Student 2 from 50L to 270L Student 3 from 335L to 575L Student 4 from 175L to 430L Student 5 from BR45L to 210L Student 6 from 10L to 75L Average class Lexile score Begin: 97.5 End: 277.5

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