

EPP Completer Impact on Student Growth

The EPP has provided data below from a pilot case study. P-12 partners provided student growth data for IWU completers teaching in their schools.

Table 1

Student Percent Growth Data from Standardized Testing in Reading

| Academic Year | Sum of Growth | Sum of Growth Projection | Percent Growth Achieved | Number of EPP Teachers |
|----------------------|----------------------|---------------------------------|--------------------------------|-------------------------------|
| 2021-2022 | 418 | 393 | 106% | 3 |
| 2022-2023 | 1321 | 1239 | 107% | 4 |
| 2023-2024 | 257 | 506 | 51% | 1 |
| 2024-2025 | | See Case Studies Below | | 2 |

Building on the initial pilot, the EPP expanded its approach this year to include two targeted case studies that provide a more in-depth examination of completer impact on P–12 student learning. These case studies draw on data provided by P–12 partners and incorporate multiple measures of student growth and achievement within individual classrooms. This approach allows the EPP to more clearly connect completer practice to student outcomes while providing more detailed, contextualized evidence of impact.

2024-2025

CASE STUDY 1: Completer Impact on P–12 Student Growth

Evidence of Student Learning and Growth

Literacy assessment data from the 2024–2025 academic year were analyzed using the completer’s dataset, which includes 22 students. These assessments measure foundational reading skills and provide benchmark classifications and norm-referenced growth indicators.

Student Performance Outcomes

Table 2

End-of-Year Benchmark Status

| Benchmark Level | Number of Students | Percentage |
|------------------------|---------------------------|-------------------|
| Above Benchmark | 13 | 59% |
| At Benchmark | 5 | 23% |
| Below Benchmark | 1 | 5% |
| Well Below Benchmark | 3 | 14% |

Note. A total of 82% of students (n = 18) performed at or above benchmark by the end of the academic year, indicating that a strong majority of students met or exceeded grade-level expectations in early literacy.

Student Growth Outcomes

Table 3

Growth Outcomes

| Growth Category | Number of Students | Percentage |
|------------------------|---------------------------|-------------------|
| Well Above Average | 6 | 27% |
| Above Average | 6 | 27% |
| Average | 7 | 32% |
| Below Average | 2 | 9% |
| Well Below Average | 1 | 5% |

Note. A total of 86% of students (n = 19) demonstrated average or above-average growth, with 54% (n = 12) demonstrating above or well above average growth relative to national norms.

Interpretation of Findings

The analysis indicates that students in the completer's classroom demonstrated meaningful growth in foundational literacy skills over the course of the academic year. A substantial majority of students achieved benchmark proficiency, and most demonstrated growth at or above expected levels.

More than half of the students demonstrated accelerated growth, suggesting that students not only met expected learning targets but progressed at rates exceeding typical expectations. While a small number of students remained below benchmark, the overall pattern of results indicates that most students made measurable progress.

Because these data reflect the performance of students within a single classroom taught by a program completer, they provide direct evidence of the completer’s impact on student learning. The results suggest that the completer is effectively implementing instructional practices that support early literacy development and promote student growth.

Conclusion

These findings provide clear evidence that program completers are having a positive impact on P–12 student learning. The combination of strong benchmark attainment and high rates of student growth supports the conclusion that completers are effectively facilitating measurable academic progress in their classrooms.

CASE STUDY 2: Completer Impact on P–12 Student Growth

Evidence of Student Learning and Growth

Student performance data were analyzed for a program completer using multiple measures of student achievement and growth, including the Indiana ILEARN assessment and i-Ready diagnostic assessments.

Student Achievement Outcomes

During the Spring 2025 administration of the Indiana ILEARN assessment, 86% of students (18 out of 21) in the completer’s high-ability sixth grade mathematics class scored at or above proficiency. This performance exceeded the state average of 40%.

In a general education setting, the completer has continued to demonstrate strong results. While school-wide proficiency rates over the past three years were 1%, 7%, and 12%, 27% of the completer’s students are projected to reach proficiency based on ILEARN checkpoint assessments.

Table 4

ILEARN Proficiency

| Group | # Proficient | Total Students | % Proficient |
|-------------------|---------------------|-----------------------|---------------------|
| Completer’s Class | 18 | 21 | 86% |
| State Average | - | - | 40% |

Student Growth Outcomes

i-Ready diagnostic data further demonstrate student growth. At the beginning of the year, 11% of students (13 out of 114) were performing at or above grade level. By the middle of the year, this increased to 25% (28 out of 113).

This represents a 14-percentage point increase, indicating measurable academic growth across the classroom.

Table 5*i-Ready Growth*

| Time Point | Students At/Above Grade Level | Total Students | Percentage |
|-------------------|--------------------------------------|-----------------------|-----------------------|
| Beginning of Year | 13 | 114 | 11% |
| Middle of Year | 28 | 113 | 25% |
| Change | +15 | - | +14 percentage points |

Interpretation of Findings

The combined evidence from state assessment outcomes and interim benchmark data indicates that students taught by the program completers are demonstrating both strong achievement and measurable growth.

Students in the completer's classroom significantly outperformed state averages in a high-ability setting and are projected to exceed school-level performance trends in a general education context.

The increase in students performing at or above grade level further suggests that the completer is effectively supporting student growth across a range of learners.

Conclusion

These findings provide strong evidence that program completers are having a positive impact on P-12 student learning. The demonstrated gains in both achievement and growth support the conclusion that completers are effectively facilitating academic progress in their classrooms.