



**PREPARING
EXEMPLARY
PRACTITIONERS**

FIELD-BASED
INQUIRY
PROFESSIONAL
EXCELLENCE
BETTERMENT
OF SOCIETY

Adaptive • Proactive • Decisive • Leading • Reflective • Inquisitive
Knowledgeable • Collaborative • Empathetic • Culturally Sensitive

DATA PROGRAM REPORT

M.Ed. READING INSTRUCTION

THE UNIVERSITY OF WEST GEORGIA

SUMMER 2018 | FALL 2018 | SPRING 2019

PROGRESS OF GOALS FOR AY 2018-2019 AND NEW GOALS FOR AY 2019-2020

Directions: Review 2018-2019 goals found in this annual report. Record your progress for 2018-2019 goals and consider the results of your efforts as you plan for 2019-2020.

- Record your progress for 2018-2019, click here (BLUE form) <https://forms.gle/sziVrB81v29NNK9B9>
- Record NEW 2019-2020 goals, click here (RED form): <https://forms.gle/gLcwPo6RYSbjMZeT8>

Reading Instruction, M.Ed. SMART	STRATEGY(IES) YOUR PROGRAM WILL USE TO ACHIEVE THIS GOAL	PROGRESS	DATA USED TO INFORM RESPONSES	STRATEGIC IMPERATIVE	PLANS TO GROW PROGRAM	DISTICTIVE FEATURES
90% of students will score 3 or higher on ILA Standard one (Foundational Knowledge) on the end-of-program comprehensive exam by fall of 2019	Revision of 7271 and adoption of a new text. Revised key assessment.		Scoring rubrics from the comprehensive exam.	Academic Success	Curricular offerings. Our program is completely online and we will continue to market pacing emphasis on our ESOL and online components. We will also explore optional endorsement tracks.	100% online and national award winning.
85% of students will score 3 or higher on ILA Standard 4 (Diversity and Equity) on the comprehensive exam by fall of 2019.	Investigate and implement the use of a qualitative survey instrument to help pinpoint specific gaps of awareness, diversity, and equity. Explore program changes in course requirements by fall 2019.		Comprehensive Exam Rubric.	Academic Success		
80% of students will score 3 or higher on ILA Standard 3 (Assessment and Evaluation) on the comprehensive exam by fall 2019.	Restructure READ 7263 (Comprehensive Literacy Assessments and Interventions) and make the Key Assessment a course requirement by fall 2019.		Comprehensive Exam Scores on the Rubric.	Academic Success		

READ 7262 LITERACY RESEARCH PROJECT REVISED 1.9.15

Term	Course Number	Course Title	Section	Course Work Due date	Course Work Name	Assessment Tool (s)	Number of students that received this coursework	Number of students who have submitted this coursework	Number of students who have not submitted this coursework	Number of students who have been assessed for this coursework
Fall Semester 2018	READ 7262	Trends in Literacy Education	E01	2018-12-10	READ 7262 Literacy Trends Project Fall 2018	READ 7262 Literacy Research Project REVISED 1.9.15	27	5	22	3

THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : READ 7262 Literacy Research Project REVISED 1.9.15

READ 7262 Literacy Research Project REVISED 1.9.15															
Rubric	# Unacceptable	% Unacceptable	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
Presentation Indicates the Trend Relevance	0	0%	0	0%	0	0%	3	100%	0	0%	3	4	4	4	0
Presentation Includes Article Critiques with References	0	0%	0	0%	0	0%	3	100%	0	0%	3	4	4	4	0
Presentation Includes Pros and Cons of the Literacy Trend/Issue	0	0%	0	0%	0	0%	3	100%	0	0%	3	4	4	4	0
Presentation Includes National and International Views for Teaching the Trend	0	0%	0	0%	0	0%	3	100%	0	0%	3	4	4	4	0
Presentation Includes Differentiation of Instruction to Promote Learning	0	0%	0	0%	0	0%	3	100%	0	0%	3	4	4	4	0
Presentation Includes Current Reading and Writing Strategies Related to the Trend	0	0%	0	0%	0	0%	3	100%	0	0%	3	4	4	4	0
Presentation Includes Innovative Technology for Teaching the Trend	0	0%	0	0%	0	0%	3	100%	0	0%	3	4	4	4	0
Presentation is Presented as a Video Tutorial for Teachers	0	0%	0	0%	0	0%	3	100%	0	0%	3	4	4	4	0
Presentation Ends with an Inspiring Thought to Provoke Additional Research by the Audience	0	0%	0	0%	0	0%	3	100%	0	0%	3	4	4	4	0
Presentation Includes References and Engaging Internet Resources	0	0%	0	0%	0	0%	3	100%	0	0%	3	4	4	4	0
Total/Percentage	0	0%	0	0%	0	0%	30	100%	0	0%	30				

READ 7263 CASE STUDY RUBRIC

Term	Course Number	Course Title	Section	Course Work Due date	Course Work Name	Assessment Tool (s)	Number of students that received this coursework	Number of students who have submitted this coursework	Number of students who have not submitted this coursework	Number of students who have been assessed for this coursework
Summer Semester 2018	READ 7263	Comp Lit Assessmnt & Intervn	E01	2018-07-27	READ 7263 Endorsement Literacy Intervention Case Study Project Summer 2018	zREAD 7263 Case Study Rubric	15	9	6	0
Summer Semester 2018	READ 7263	Comp Lit Assessmnt & Intervn	E01	2018-07-27	READ 7263 M.Ed. Literacy Intervention Case Study Project Summer 2018	zREAD 7263 Case Study Rubric	15	10	5	0
Fall Semester 2018	READ 7263	Comp Lit Assessmnt & Intervn	E01	2018-12-10	READ 7263 Endorsement Literacy Intervention Case Study Project Fall 2018	zREAD 7263 Case Study Rubric	25	17	8	0
Spring Semester 2019	READ 7263	Comp Lit Assessmnt & Intervn	E01	2019-05-13	READ 7263 Capstone Project: Case Study Report Spring 2019	READ 7263 Capstone Project: Case Study Report Rubric	24	24	0	24

THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : READ 7263 Capstone Project: Case Study Report Rubric

READ 7263 Capstone Project: Case Study Report Rubric

Criteria	# Proficient	% Proficient	# Developing	% Developing	# Beginning	% Beginning	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
Section 1: Student Literacy Biography (at least 2 pages)	24	100%	0	0%	0	0%	0	0%	24	3	3	3	0
Section 2: Assessment Results	23	95.83%	1	4.17%	0	0%	0	0%	24	2.96	3	3	0.2
Section 3: Intervention Plan (at least 2 pages)	22	91.67%	0	0%	2	8.33%	0	0%	24	2.83	3	3	0.55
Section 4: Recorded Lesson Reflection (at least 2 pages)	19	79.17%	4	16.67%	1	4.17%	0	0%	24	2.75	3	3	0.52
Section 5: Recommendations (at least 2 pages)	23	95.83%	1	4.17%	0	0%	0	0%	24	2.96	3	3	0.2
Section 6: Overall Reflection (at least 2 pages)	22	95.65%	1	4.35%	0	0%	1	4.17%	23	2.96	3	3	0.2
References	15	62.5%	8	33.33%	1	4.17%	0	0%	24	2.58	3	3	0.57
Total/Percentage	148	88.62%	15	8.98%	4	2.4%	1	0.6%	167				
Appendix	# Proficient	% Proficient	# Developing	% Developing	# Beginning	% Beginning	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
Appendix A: Permission Form	24	100%	0	0%	0	0%	0	0%	24	3	3	3	0
Appendix B: Parent Questionnaire	23	95.83%	1	4.17%	0	0%	0	0%	24	2.98	3	3	0.1
Appendix C: Student Interest Survey	23	95.83%	0	0%	1	4.17%	0	0%	24	2.92	3	3	0.4
Appendices D–I: Tutoring Plans/Student Work Samples	18	75%	4	16.67%	2	8.33%	0	0%	24	2.67	3	3	0.62
Total/Percentage	88	91.67%	5	5.21%	3	3.12%	0	0%	96				
Other Elements	# Proficient	% Proficient	# Developing	% Developing	# Beginning	% Beginning	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
Writing Conventions/APA Formatting	11	45.83%	11	45.83%	2	8.33%	0	0%	24	2.48	2.5	3	0.63
Total/Percentage	11	45.83%	11	45.83%	2	8.33%	0	0%	24				

READ 7271 CAPSTONE PROJECT: LEARNING AND LITERACY THEORIES PAPER RUBRIC

Term	Course Number	Course Title	Section	Course Work Due date	Course Work Name	Assessment Tool (s)	Number of students that received this course work	Number of students who have submitted this course work	Number of students who have not submitted this course work	Number of students who have been assessed for this course work
Fall Semester 2018	READ 7271	Literacy Theory Dev & Practic	E01	2018-12-10	READ 7271 Capstone Project: Learning and Literacy Theories Paper Fall 2018	READ 7271 Capstone Project: Learning and Literacy Theories Paper Rubric	23	21	2	21

THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : READ 7271 Capstone Project: Learning and Literacy Theories Paper Rubric

READ 7271 Capstone Project: Learning and Literacy Theories Paper Rubric															
	# Exemplary	% Exemplary	# Proficient	% Proficient	# Developing	% Developing	# Beginning	% Beginning	# No Response	% No Response	Total Response	Mean Response	Median	Mode	Standard Deviation
Capstone Project: Learning and Literacy Theories Paper Rubric	17	80.95%	2	9.52%	2	9.52%	0	0%	0	0%	21	3.71	4	4	0.63
Section 1: Introduction	17	80.95%	2	9.52%	2	9.52%	0	0%	0	0%	21	3.71	4	4	0.63
Section 2.1: Learning Theory – Historical Background and Biographical Sketch of Theorist(s)	18	85.71%	3	14.29%	0	0%	0	0%	0	0%	21	3.86	4	4	0.35
Section 2.2: Learning Theory – Theoretical Components	16	76.19%	5	23.81%	0	0%	0	0%	0	0%	21	3.76	4	4	0.43
Section 2.3 Learning Theory – Effects on Student Literacy Success	8	38.1%	6	28.57%	6	28.57%	1	4.76%	0	0%	21	3.02	3	4	0.93
Section 2.4: Learning Theory – Classroom Applications and Technology Integration	18	85.71%	3	14.29%	0	0%	0	0%	0	0%	21	3.86	4	4	0.35
Section 3.1: Bottom-up Literacy Theory – Historical Background and Biographical Sketch of Theorist(s)	19	90.48%	2	9.52%	0	0%	0	0%	0	0%	21	3.9	4	4	0.29
Section 3.2: Bottom-up Literacy Theory – Theoretical Components	19	90.48%	2	9.52%	0	0%	0	0%	0	0%	21	3.9	4	4	0.29
Section 3.3: Bottom-up Literacy Theory – Effects on Student Literacy Success	5	23.81%	9	42.86%	7	33.33%	0	0%	0	0%	21	2.95	3	2	0.77
Section 3.4: Bottom-up Literacy Theory – Classroom Applications and Technology Integration	17	80.95%	4	19.05%	0	0%	0	0%	0	0%	21	3.81	4	4	0.39
Section 4.1: Top-down Literacy Theory – Historical Background and Biographical Sketch of Theorist(s)	20	95.24%	1	4.76%	0	0%	0	0%	0	0%	21	3.95	4	4	0.21
Section 4.2: Top-down Literacy Theory – Theoretical Components	17	80.95%	4	19.05%	0	0%	0	0%	0	0%	21	3.81	4	4	0.39
Section 4.3: Top-down Literacy Theory – Effects on Student Literacy Success	11	52.38%	6	28.57%	4	19.05%	0	0%	0	0%	21	3.33	4	4	0.78
Section 4.4: Top-down Literacy Theory – Classroom Applications and Technology Integration	16	76.19%	5	23.81%	0	0%	0	0%	0	0%	21	3.76	4	4	0.43
Section 5: Overall Reflection (x 2)	14	66.67%	6	28.57%	1	4.76%	0	0%	0	0%	21	7.24	8	8	1.15
APA Format and Writing Conventions	5	23.81%	12	57.14%	4	19.05%	0	0%	0	0%	21	3.1	3	3	0.67
Total/Percentage	220	69.84%	70	22.22%	24	7.62%	1	0.32%	0	0%	315				

READ 7271 CAPSTONE PROJECT RUBRIC: LEARNING AND LITERACY THEORIES PAPER

Term	Course Number	Course Title	Section	Course Work Due date	Course Work Name	Assessment Tool (s)	Number of students that received this course work	Number of students who have submitted this coursework	Number of students who have not submitted this coursework	Number of students who have been assessed for this coursework
Spring Semester 2019	READ 7271	Literacy Theory Dev & Practic	E01	2019-05-13	READ 7271 Capstone Project: Learning and Literacy Theories Paper Spring 2019	READ 7271 Capstone Project Rubric: Learning and Literacy Theories Paper	25	24	1	24

THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : READ 7271 Capstone Project Rubric: Learning and Literacy Theories Paper

READ 7271 Capstone Project Rubric: Learning and Literacy Theories Paper															
Capstone Project Rubric: Learning and Literacy Theories Paper	# Exemplary	% Exemplary	# Proficient	% Proficient	# Developing	% Developing	# Beginning	% Beginning	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
Section 1: Introduction	21	87.5%	1	4.17%	1	4.17%	1	4.17%	0	0%	24	3.75	4	4	0.72
Section 2.1: Learning Theory – Historical Background and Biographical Sketch of Theorist(s)	22	91.67%	2	8.33%	0	0%	0	0%	0	0%	24	3.92	4	4	0.28
Section 2.2: Learning Theory – Theoretical Components	23	95.83%	1	4.17%	0	0%	0	0%	0	0%	24	3.96	4	4	0.2
Section 2.3 Learning Theory – Effects on Student Literacy Success	11	45.83%	7	29.17%	6	25%	0	0%	0	0%	24	3.23	3.25	4	0.82
Section 2.4: Learning Theory – Classroom Applications and Technology Integration	18	75%	6	25%	0	0%	0	0%	0	0%	24	3.77	4	4	0.41
Section 3.1: Bottom-up Literacy Theory – Historical Background and Biographical Sketch of Theorist(s)	24	100%	0	0%	0	0%	0	0%	0	0%	24	4	4	4	0
Section 3.2: Bottom-up Literacy Theory – Theoretical Components	23	95.83%	1	4.17%	0	0%	0	0%	0	0%	24	3.96	4	4	0.2
Section 3.3: Bottom-up Literacy Theory – Effects on Student Literacy Success	11	45.83%	6	25%	6	25%	1	4.17%	0	0%	24	3.15	3.25	4	0.93
Section 3.4: Bottom-up Literacy Theory – Classroom Applications and Technology Integration	21	87.5%	3	12.5%	0	0%	0	0%	0	0%	24	3.88	4	4	0.33
Section 4.1: Top-down Literacy Theory – Historical Background and Biographical Sketch of Theorist(s)	24	100%	0	0%	0	0%	0	0%	0	0%	24	4	4	4	0
Section 4.2: Top-down Literacy Theory – Theoretical Components	24	100%	0	0%	0	0%	0	0%	0	0%	24	4	4	4	0
Section 4.3: Top-down Literacy Theory – Effects on Student Literacy Success	12	50%	9	37.5%	3	12.5%	0	0%	0	0%	24	3.42	3.75	4	0.69
Section 4.4: Top-down Literacy Theory – Classroom Applications and Technology Integration	19	79.17%	5	20.83%	0	0%	0	0%	0	0%	24	3.79	4	4	0.41
Section 5: Overall Reflection (x 2)	18	78.26%	4	17.39%	1	4.35%	0	0%	1	4.17%	23	7.5	8	8	1.03
APA Format and Writing Conventions	8	33.33%	13	54.17%	3	12.5%	0	0%	0	0%	24	3.21	3	3	0.64
Total/Percentage	279	77.72%	58	16.16%	20	5.57%	2	0.56%	1	0.28%	359				

READ M.Ed. COMPREHENSIVE EXAM

12 RECIPIENTS

PORTFOLIO

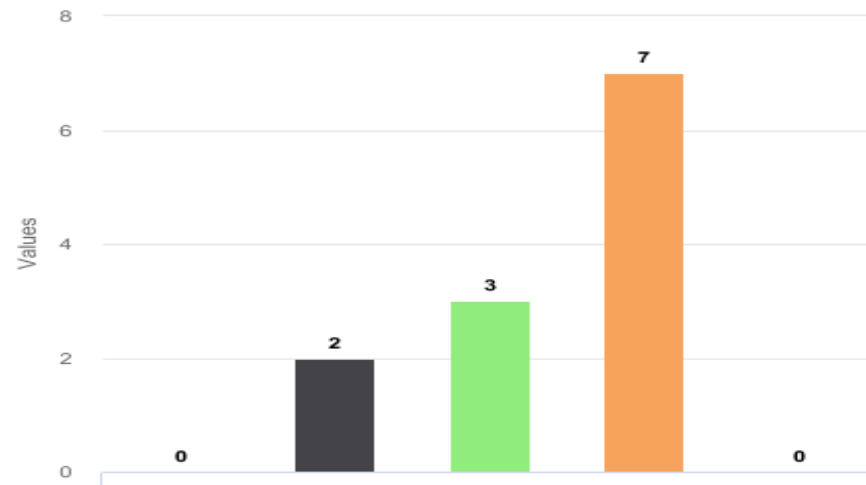
SUMMER 2018

IRA Standard 1

Foundational Knowledge

Response	Number of Responses	Percent
Unacceptable(1)	0	0%
Developing(2)	2	16.67%
Proficient(3)	3	25%
Exemplary(4)	7	58.33%
N/A	0	0%
No Response	0	
Total Valid Responses:	12	
Mean:	3.42	
Median:	4.00	
Mode:	4.00	
Standard Deviation:	0.76	

IRA Standard 1 Foundational Knowledge

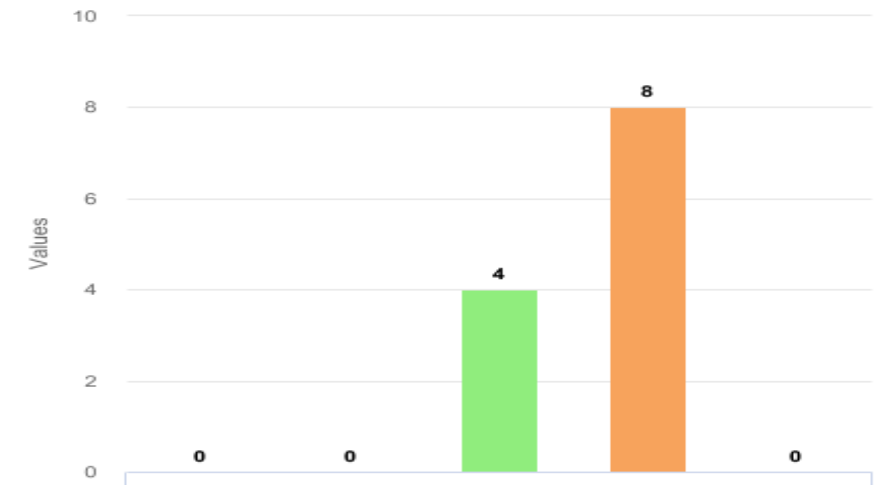


IRA Standard 2

Curriculum and Instruction

Response	Number of Responses	Percent
Unacceptable(1)	0	0%
Developing(2)	0	0%
Proficient(3)	4	33.33%
Exemplary(4)	8	66.67%
N/A	0	0%
No Response	0	
Total Valid Responses:	12	
Mean:	3.67	
Median:	4.00	
Mode:	4.00	
Standard Deviation:	0.47	

IRA Standard 2 Curriculum and Instruction



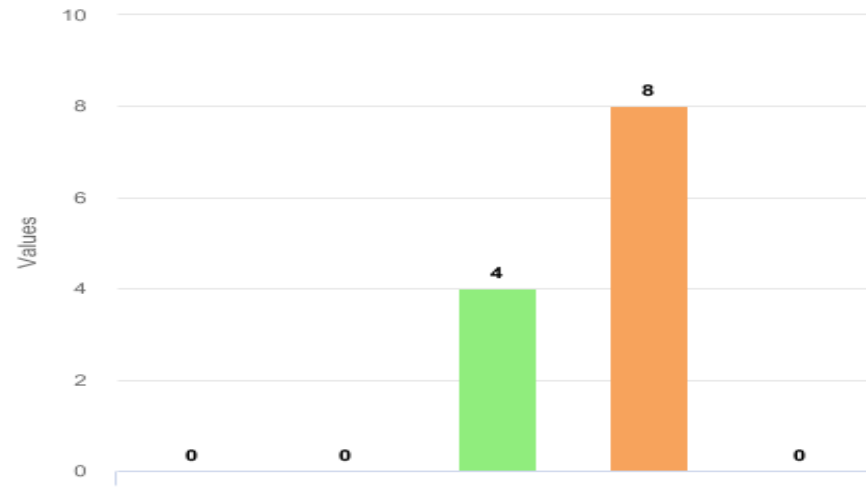
IRA Standard 3 Assessment and Evaluation

IRA Standard 4 Diversity

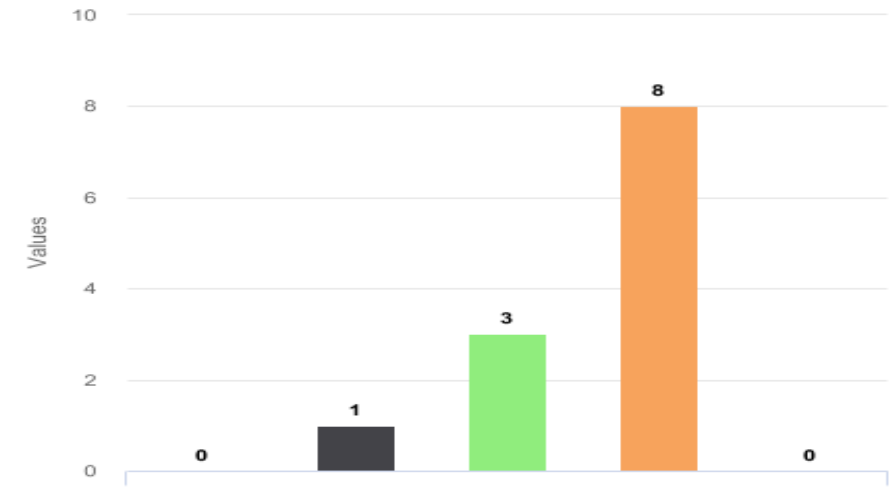
Response	Number of Responses	Percent
Unacceptable(1)	0	0%
Developing(2)	0	0%
Proficient(3)	4	33.33%
Exemplary(4)	8	66.67%
N/A	0	0%
No Response	0	
Total Valid Responses:	12	
Mean:	3.67	
Median:	4.00	
Mode:	4.00	
Standard Deviation:	0.47	

Response	Number of Responses	Percent
Unacceptable(1)	0	0%
Developing(2)	1	8.33%
Proficient(3)	3	25%
Exemplary(4)	8	66.67%
N/A	0	0%
No Response	0	
Total Valid Responses:	12	
Mean:	3.58	
Median:	4.00	
Mode:	4.00	
Standard Deviation:	0.64	

IRA Standard 3 Assessment and Evaluation



IRA Standard 4 Diversity



IRA Standard 5

Literate Environment

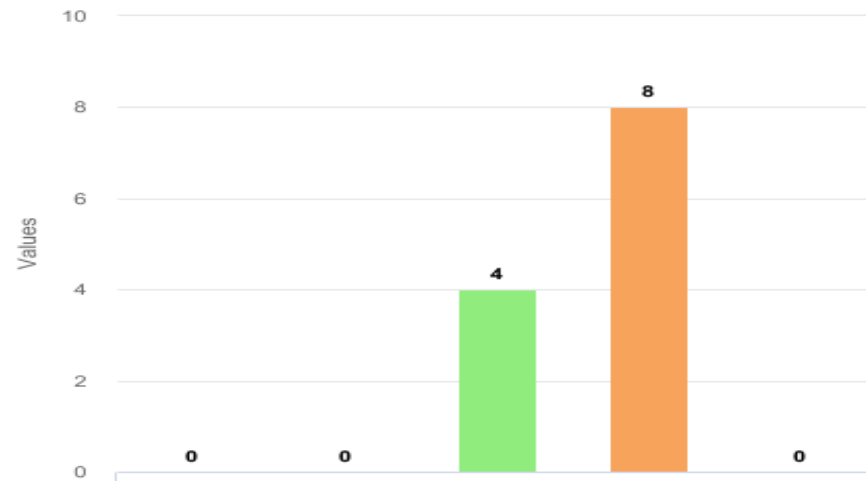
IRA Standard 6

Professional Learning and Leadership

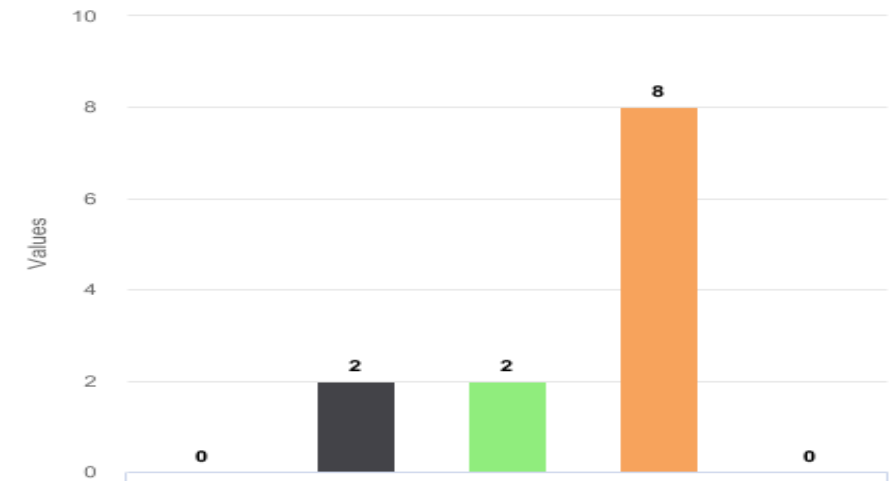
Response	Number of Responses	Percent
Unacceptable(1)	0	0%
Developing(2)	0	0%
Proficient(3)	4	33.33%
Exemplary(4)	8	66.67%
N/A	0	0%
No Response	0	
Total Valid Responses:	12	
Mean:	3.67	
Median:	4.00	
Mode:	4.00	
Standard Deviation:	0.47	

Response	Number of Responses	Percent
Unacceptable(1)	0	0%
Developing(2)	2	16.67%
Proficient(3)	2	16.67%
Exemplary(4)	8	66.67%
N/A	0	0%
No Response	0	
Total Valid Responses:	12	
Mean:	3.50	
Median:	4.00	
Mode:	4.00	
Standard Deviation:	0.76	

IRA Standard 5 Literate Environment



IRA Standard 6 Professional Learning and Leadership

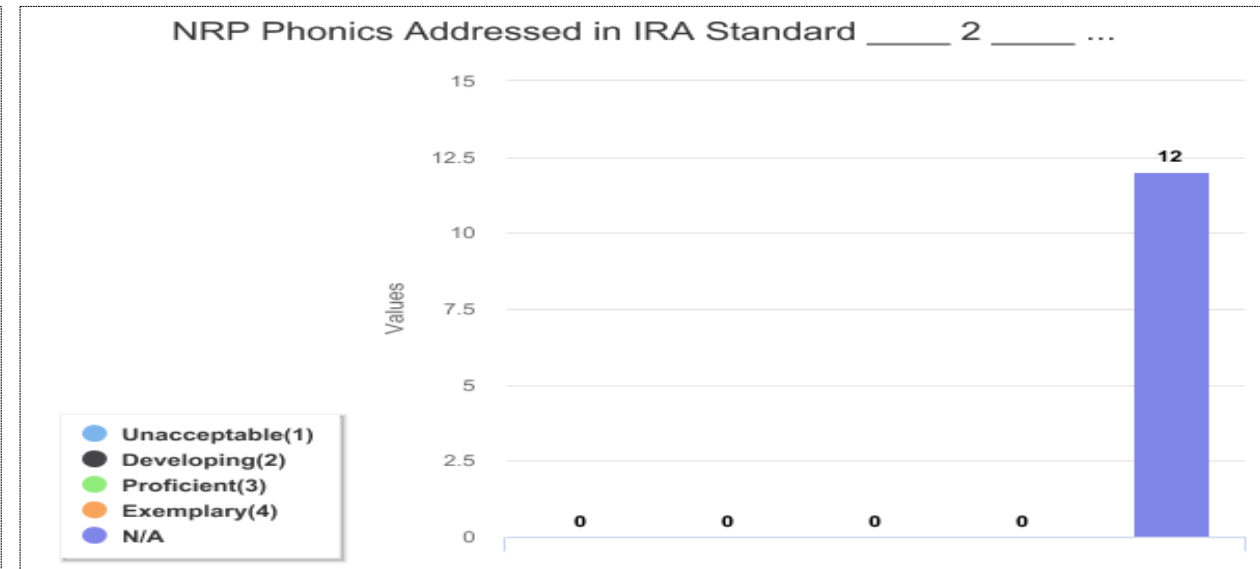
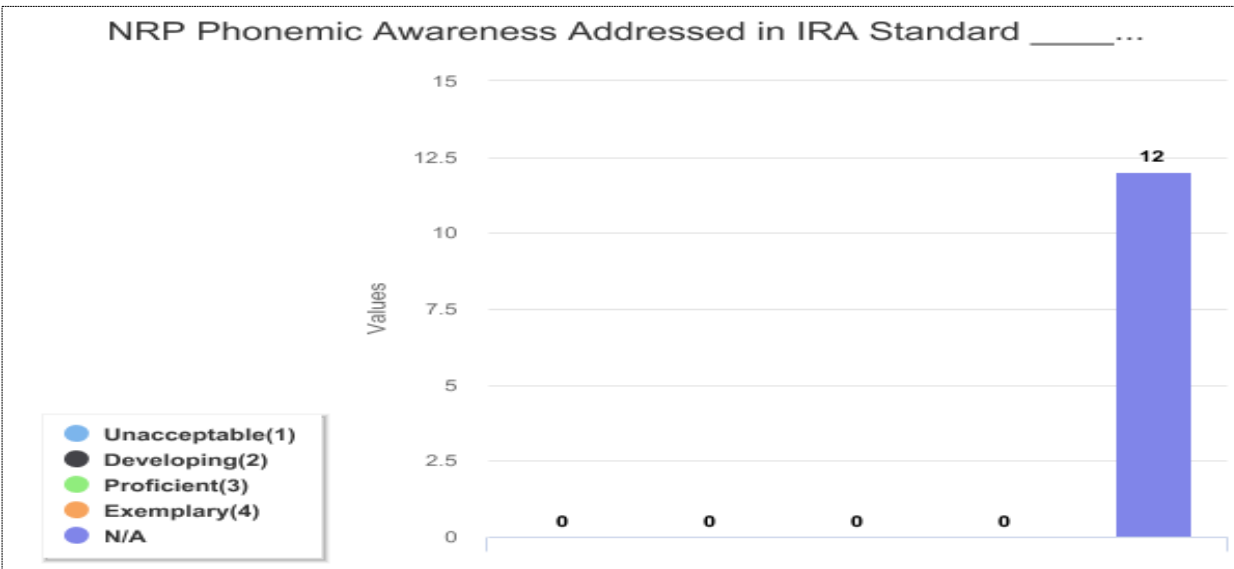


NRP Phonemic Awareness Addressed in IRA Standard ____ 2 ____ 3 ____ 4

NRP Phonics Addressed in IRA Standard ____ 2 ____ 3 ____ 4

Response	Number of Responses	Percent
Unacceptable(1)	0	0%
Developing(2)	0	0%
Proficient(3)	0	0%
Exemplary(4)	0	0%
N/A	12	100%
No Response	0	
Total Valid Responses:	12	
Mean:		
Median:		
Mode:		
Standard Deviation:		

Response	Number of Responses	Percent
Unacceptable(1)	0	0%
Developing(2)	0	0%
Proficient(3)	0	0%
Exemplary(4)	0	0%
N/A	12	100%
No Response	0	
Total Valid Responses:	12	
Mean:		
Median:		
Mode:		
Standard Deviation:		



NRP Vocabulary Addressed in

IRA Standard ____ 2 ____ 3 ____ 4

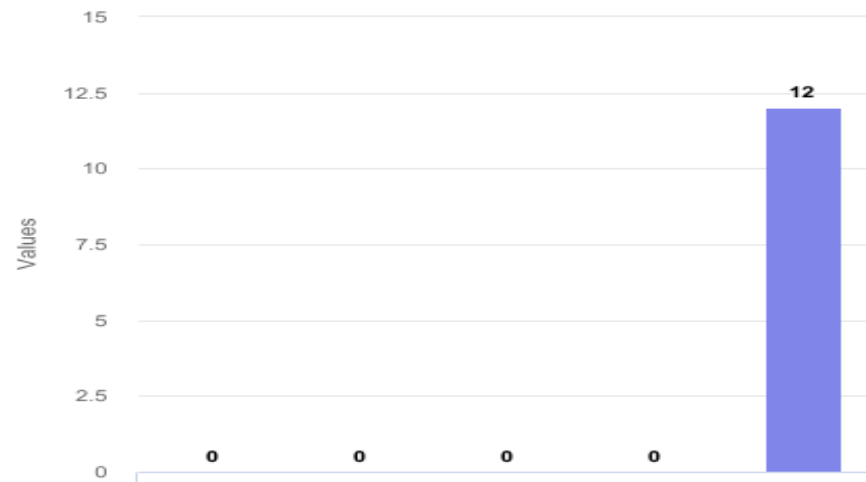
NRP Fluency Addressed in

IRA Standard ____ 2 ____ 3 ____ 4

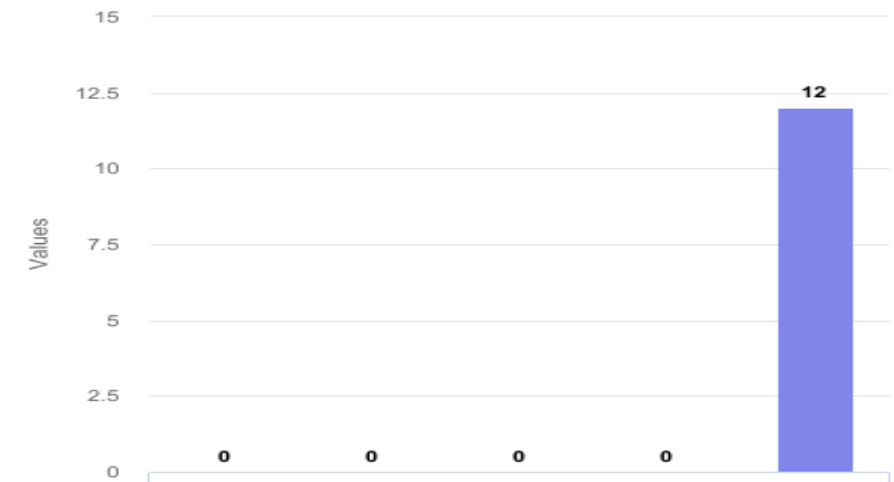
Response	Number of Responses	Percent
Unacceptable(1)	0	0%
Developing(2)	0	0%
Proficient(3)	0	0%
Exemplary(4)	0	0%
N/A	12	100%
No Response	0	
Total Valid Responses:	12	
Mean:		
Median:		
Mode:		
Standard Deviation:		

Response	Number of Responses	Percent
Unacceptable(1)	0	0%
Developing(2)	0	0%
Proficient(3)	0	0%
Exemplary(4)	0	0%
N/A	12	100%
No Response	0	
Total Valid Responses:	12	
Mean:		
Median:		
Mode:		
Standard Deviation:		

NRP Vocabulary Addressed in IRA Standard ____ 2 _...

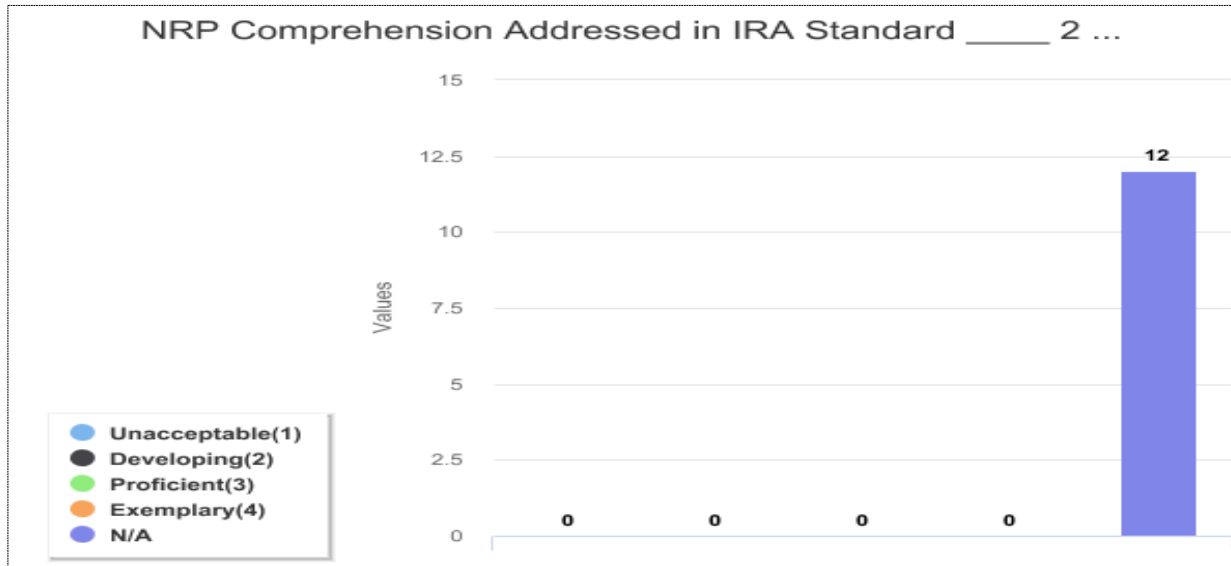


NRP Fluency Addressed in IRA Standard ____ 2 ____ ...



NRP Comprehension Addressed in IRA Standard ____ 2 ____ 3 ____ 4

Response	Number of Responses	Percent
Unacceptable(1)	0	0%
Developing(2)	0	0%
Proficient(3)	0	0%
Exemplary(4)	0	0%
N/A	12	100%
No Response	0	
Total Valid Responses:	12	
Mean:		
Median:		
Mode:		
Standard Deviation:		



READ M.Ed. COMPREHENSIVE EXAM

12 RECIPIENTS

PORTFOLIO

FALL 2018

IRA Standard 1

Foundational Knowledge

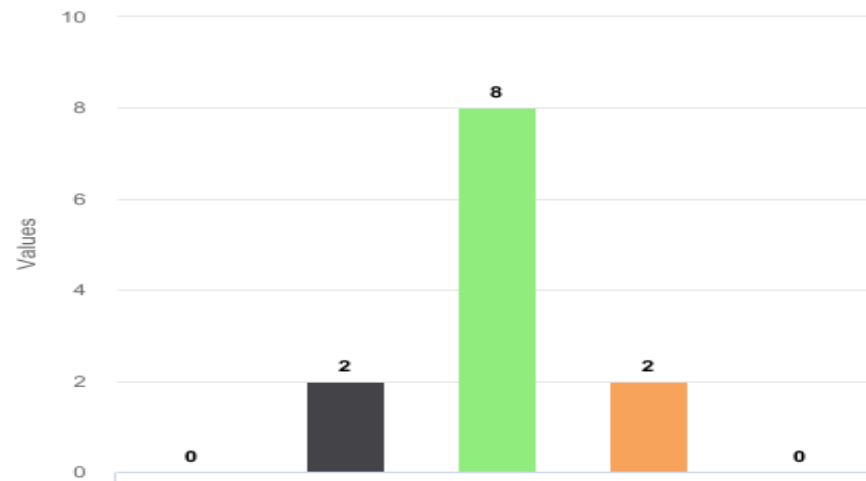
IRA Standard 2

Curriculum and Instruction

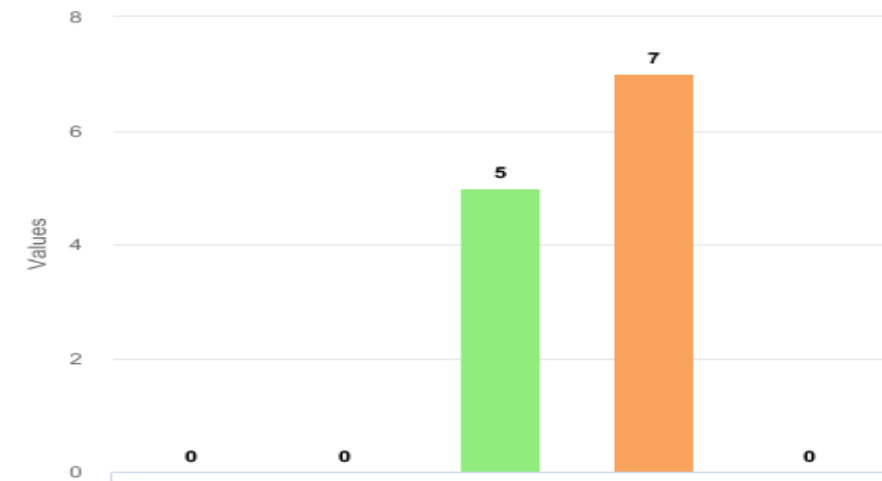
Response	Number of Responses	Percent
Unacceptable(1)	0	0%
Developing(2)	2	16.67%
Proficient(3)	8	66.67%
Exemplary(4)	2	16.67%
N/A	0	0%
No Response	0	
Total Valid Responses:	12	
Mean:	3.00	
Median:	3.00	
Mode:	3.00	
Standard Deviation:	0.58	

Response	Number of Responses	Percent
Unacceptable(1)	0	0%
Developing(2)	0	0%
Proficient(3)	5	41.67%
Exemplary(4)	7	58.33%
N/A	0	0%
No Response	0	
Total Valid Responses:	12	
Mean:	3.58	
Median:	4.00	
Mode:	4.00	
Standard Deviation:	0.49	

IRA Standard 1 Foundational Knowledge



IRA Standard 2 Curriculum and Instruction



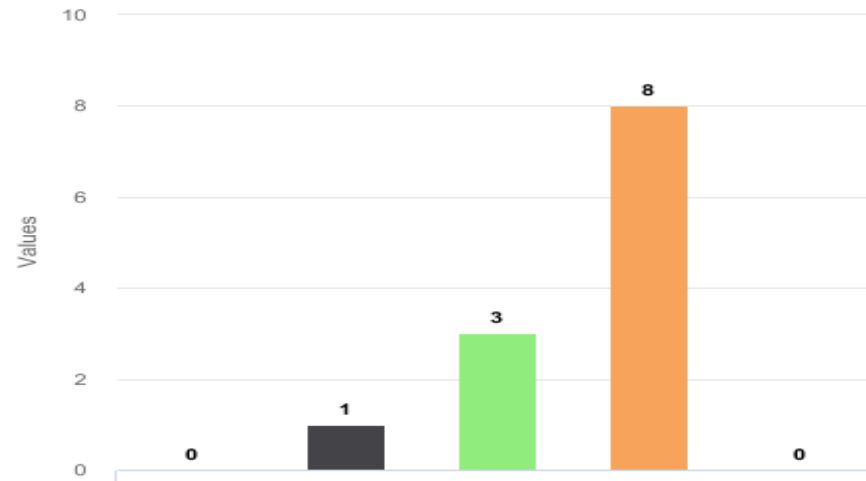
IRA Standard 3 Assessment and Evaluation

IRA Standard 4 Diversity

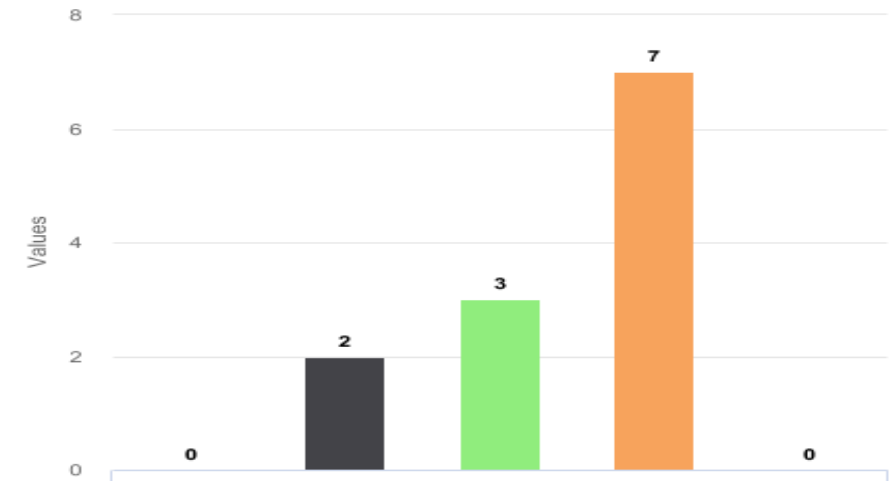
Response	Number of Responses	Percent
Unacceptable(1)	0	0%
Developing(2)	1	8.33%
Proficient(3)	3	25%
Exemplary(4)	8	66.67%
N/A	0	0%
No Response	0	
Total Valid Responses:	12	
Mean:	3.58	
Median:	4.00	
Mode:	4.00	
Standard Deviation:	0.64	

Response	Number of Responses	Percent
Unacceptable(1)	0	0%
Developing(2)	2	16.67%
Proficient(3)	3	25%
Exemplary(4)	7	58.33%
N/A	0	0%
No Response	0	
Total Valid Responses:	12	
Mean:	3.42	
Median:	4.00	
Mode:	4.00	
Standard Deviation:	0.76	

IRA Standard 3 Assessment and Evaluation



IRA Standard 4 Diversity



IRA Standard 5

Literate Environment

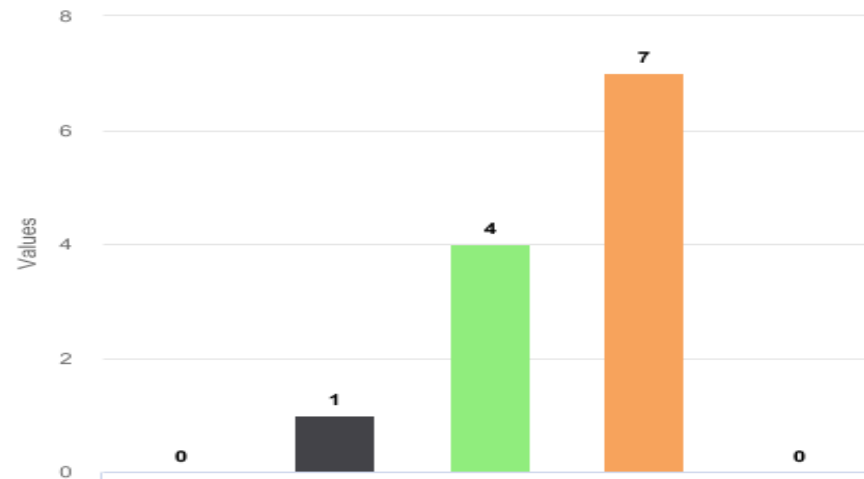
IRA Standard 6

Professional Learning and Leadership

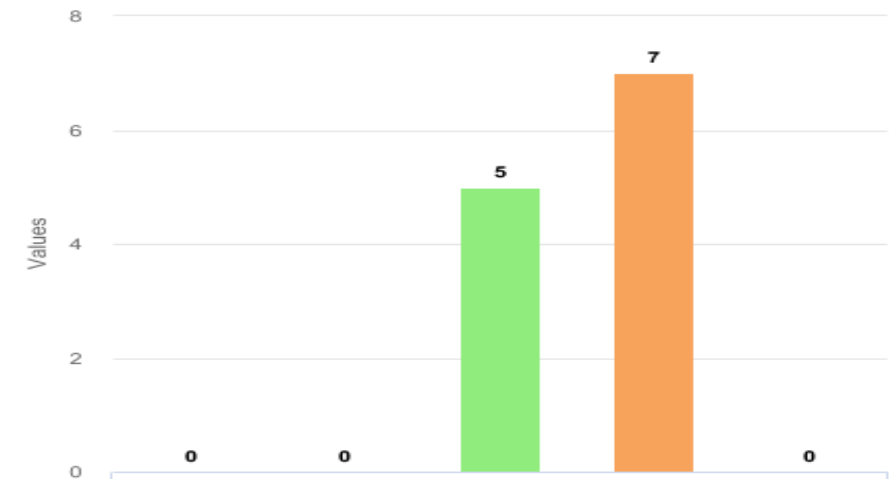
Response	Number of Responses	Percent
Unacceptable(1)	0	0%
Developing(2)	1	8.33%
Proficient(3)	4	33.33%
Exemplary(4)	7	58.33%
N/A	0	0%
No Response	0	
Total Valid Responses:	12	
Mean:	3.50	
Median:	4.00	
Mode:	4.00	
Standard Deviation:	0.65	

Response	Number of Responses	Percent
Unacceptable(1)	0	0%
Developing(2)	0	0%
Proficient(3)	5	41.67%
Exemplary(4)	7	58.33%
N/A	0	0%
No Response	0	
Total Valid Responses:	12	
Mean:	3.58	
Median:	4.00	
Mode:	4.00	
Standard Deviation:	0.49	

IRA Standard 5 Literate Environment



IRA Standard 6 Professional Learning and Leadership



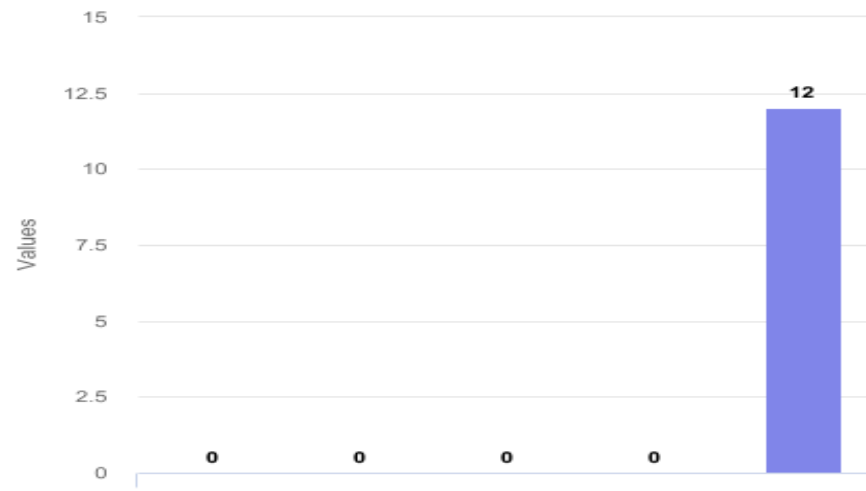
NRP Phonemic Awareness Addressed in IRA Standard ____ 2 ____ 3 ____ 4

NRP Phonics Addressed in IRA Standard ____ 2 ____ 3 ____ 4

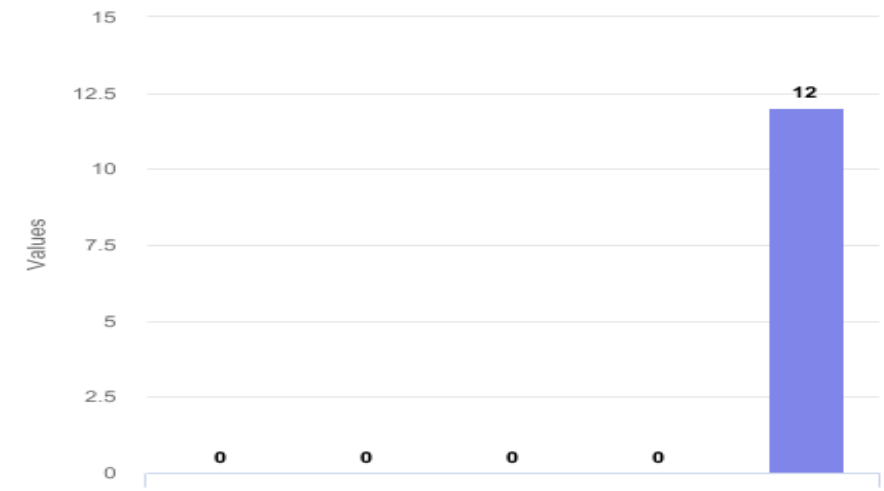
Response	Number of Responses	Percent
Unacceptable(1)	0	0%
Developing(2)	0	0%
Proficient(3)	0	0%
Exemplary(4)	0	0%
N/A	12	100%
No Response	0	
Total Valid Responses:	12	
Mean:		
Median:		
Mode:		
Standard Deviation:		

Response	Number of Responses	Percent
Unacceptable(1)	0	0%
Developing(2)	0	0%
Proficient(3)	0	0%
Exemplary(4)	0	0%
N/A	12	100%
No Response	0	
Total Valid Responses:	12	
Mean:		
Median:		
Mode:		
Standard Deviation:		

NRP Phonemic Awareness Addressed in IRA Standard ____...



NRP Phonics Addressed in IRA Standard ____ 2 ____ ...



NRP Vocabulary Addressed in

IRA Standard ____ 2 ____ 3 ____ 4

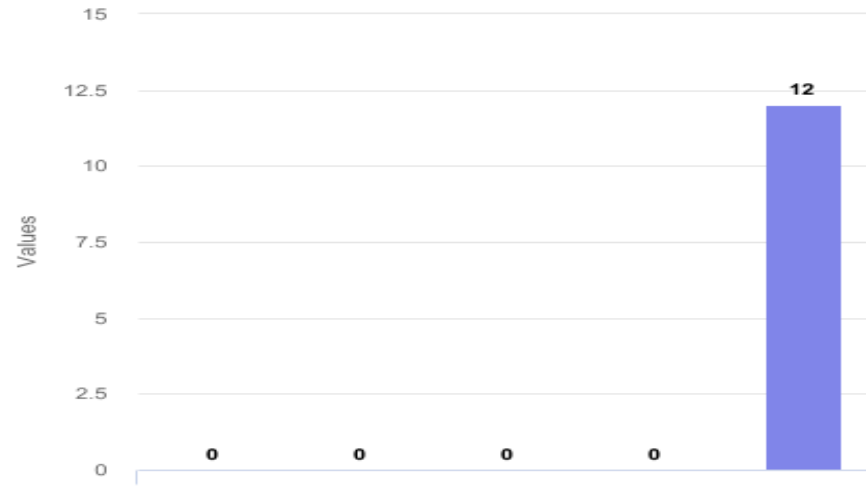
NRP Fluency Addressed in

IRA Standard ____ 2 ____ 3 ____ 4

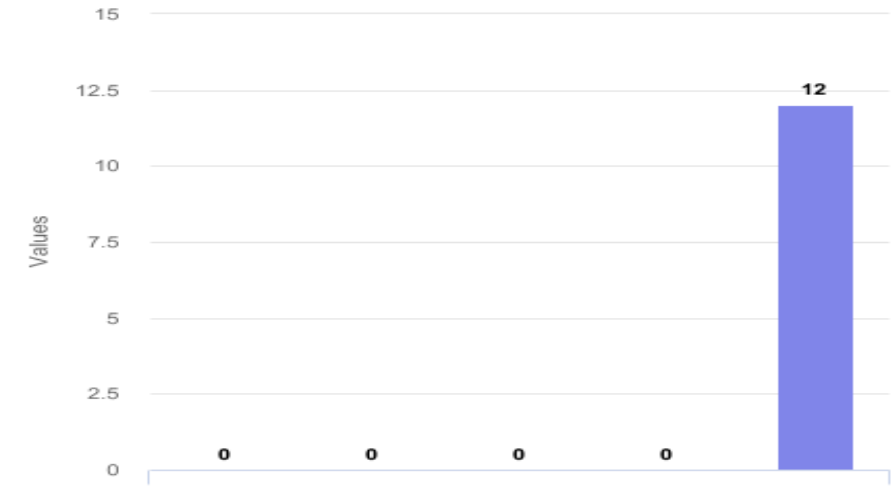
Response	Number of Responses	Percent
Unacceptable(1)	0	0%
Developing(2)	0	0%
Proficient(3)	0	0%
Exemplary(4)	0	0%
N/A	12	100%
No Response	0	
Total Valid Responses:	12	
Mean:		
Median:		
Mode:		
Standard Deviation:		

Response	Number of Responses	Percent
Unacceptable(1)	0	0%
Developing(2)	0	0%
Proficient(3)	0	0%
Exemplary(4)	0	0%
N/A	12	100%
No Response	0	
Total Valid Responses:	12	
Mean:		
Median:		
Mode:		
Standard Deviation:		

NRP Vocabulary Addressed in IRA Standard ____ 2 _...

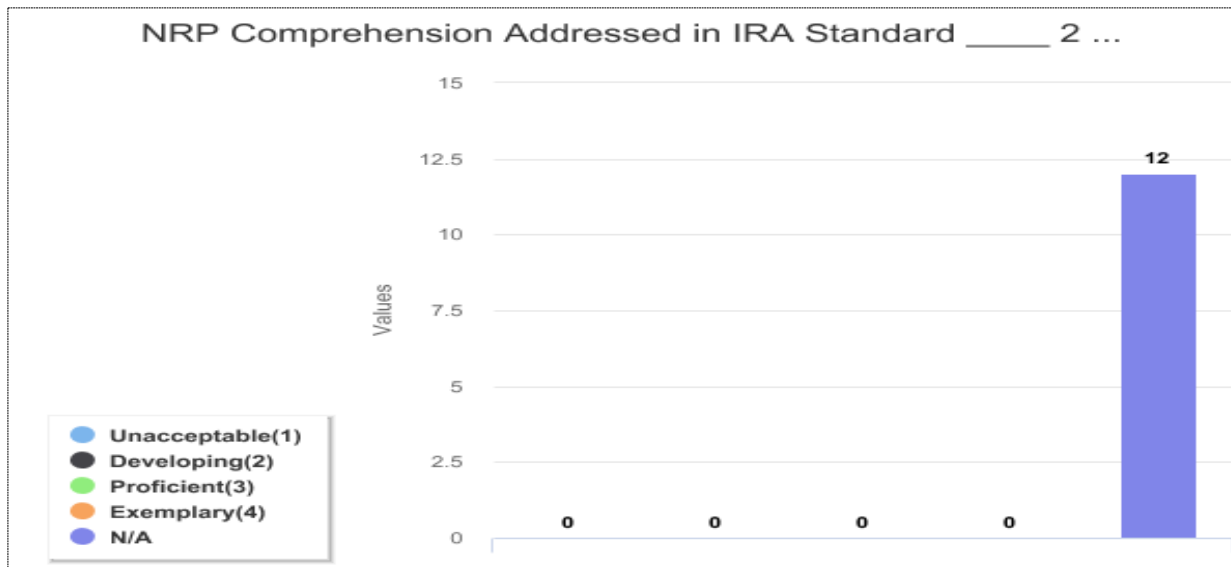


NRP Fluency Addressed in IRA Standard ____ 2 ____ ...



NRP Comprehension Addressed in IRA Standard ____ 2 ____ 3 ____ 4

Response	Number of Responses	Percent
Unacceptable(1)	0	0%
Developing(2)	0	0%
Proficient(3)	0	0%
Exemplary(4)	0	0%
N/A	12	100%
No Response	0	
Total Valid Responses:	12	
Mean:		
Median:		
Mode:		
Standard Deviation:		



READING TEST SCORES 1

Test Level Summary Statistics

Test: 117 Reading Test I
 Examinees: Admitted
 Test Year: SEP-2018 TO AUG-2019
 Program: University of West Georgia
 Examinee Attempts: Highest Score

Database Refresh Date: 07/30/2019 14:13:09

Test Name	Variables	Average Scaled Score		# of Examinees	
		State	Program	State	Program
117 Reading Test I	Total				
	Total	272.41	281.1	96	10

Test Level Summary Statistics

Test: 118 Reading Test II
 Examinees: Admitted
 Test Year: SEP-2018 TO AUG-2019
 Program: University of West Georgia
 Examinee Attempts: Highest Score

Database Refresh Date: 07/30/2019 14:13:09

Test Name	Variables	Average Scaled Score		# of Examinees	
		State	Program	State	Program
118 Reading Test II	Total				
	Total	263.83	267.6	93	10

Test Level Pass Rates

Test: 117 Reading Test I
 Examinees: Admitted
 Test Year: SEP-2018 TO AUG-2019
 Program: University of West Georgia
 Examinee Attempts: Highest Score

Database Refresh Date: 07/30/2019 14:13:09

Test Name	Statewide			Program		
	# of Examinees	# Passing	% Pass	# of Examinees	# Passing	% Pass
117 Reading Test I						
Total						
Total	96	95	99	10	10	100

Test Level Pass Rates

Test: 118 Reading Test II
 Examinees: Admitted
 Test Year: SEP-2018 TO AUG-2019
 Program: University of West Georgia
 Examinee Attempts: Highest Score

Database Refresh Date: 07/30/2019 14:13:09

Test Name	Statewide			Program		
	# of Examinees	# Passing	% Pass	# of Examinees	# Passing	% Pass
118 Reading Test II						
Total						
Total	93	91	98	10	10	100

READING TEST SCORES TEST 1

Test Level Summary Statistics - Expanded

Test: 117 Reading Test I

Examinees: Admitted

Test Year: SEP-2018 TO AUG-2019

Program: University of West Georgia

Examinee Attempts: Highest Score

Database Refresh Date: 07/30/2019 14:13:09

Test Name	Variables	Average Scaled Score		# of Examinees		# of Selected Response Questions	Average Percentage Correct		# of Constructed Response Points Possible
		State	Program	State	Program		State	Program	
117 Reading Test I	Total	272.41	281.1	96	10				
	SUBAREA I. CURRICULUM AND INSTRUCTION					41	80.31	87.56	
	1. UNDERSTANDS FOUNDATIONAL KNOWLEDGE RELATING TO LITERACY ACQUISITION AND READING DEVELOPMENT					8	83.07	87.5	
	2. DEMONSTRATES AN UNDERSTANDING OF CURRICULUM AND OF INSTRUCTIONAL APPROACHES IN THE READING CLASSROOM					33	79.64	87.58	
	SUBAREA II. PROFESSIONAL LEARNING AND LEADERSHIP					19	71.66	75.26	
	1. UNDERSTANDS THE RELATIONSHIP BETWEEN LITERACY LEADERSHIP AND LITERACY DEVELOPMENT					19	71.66	75.26	

Number of scored points for subarea and objective scores is based upon all candidates testing within the selected testing period. Also, note that for tests that contain constructed-response questions that do not contribute to a subarea or objective score, the total number of scored points is based upon the scored selected-response items only.

READING TEST SCORES 2

Test Level Summary Statistics - Expanded

Test: 118 Reading Test II

Examinees: Admitted

Test Year: SEP-2018 TO AUG-2019

Program: University of West Georgia

Examinee Attempts: Highest Score

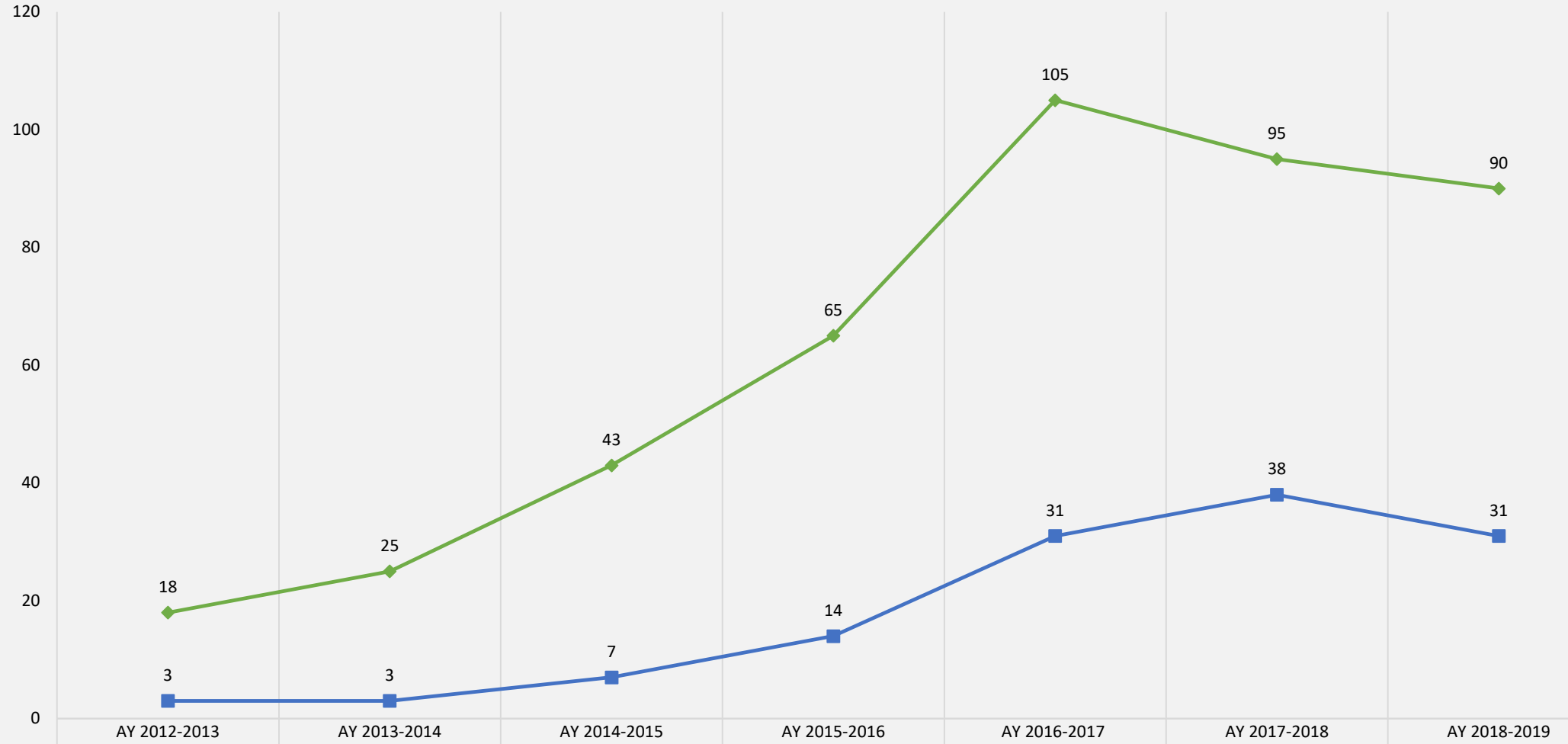
Database Refresh Date: 07/30/2019 14:13:09

Test Name	Variables	Average Scaled Score		# of Examinees	# of Selected Response Questions	Average Percentage Correct		# of Constructed Response Points Possible
		State	Program			State	Program	
118 Reading Test II	Total	263.83	267.6	93	10			
	SUBAREA I. ASSESSMENT AND EVALUATION					28	70.81	74.64
	1. UNDERSTANDS HOW TO GATHER AND USE STUDENT DATA TO PROMOTE READING DEVELOPMENT					28	70.81	74.64
	SUBAREA II. DIVERSITY AND LITERATE ENVIRONMENT					32	75.27	75
	1. DEMONSTRATES AN UNDERSTANDING OF HOW TO MEET THE NEEDS OF DIVERSE LEARNERS					32	75.27	75

Number of scored points for subarea and objective scores is based upon all candidates testing within the selected testing period. Also, note that for tests that contain constructed-response questions that do not contribute to a subarea or objective score, the total number of scored points is based upon the scored selected-response items only.

ENROLLMENT AND GRADUATION

M.ED. IN READING INSTRUCTION ENROLLMENT AND GRADUATION DATA TRENDS



◆ ENROLLED
■ GRADUATES

18

3

25

3

43

7

65

14

105

31

95

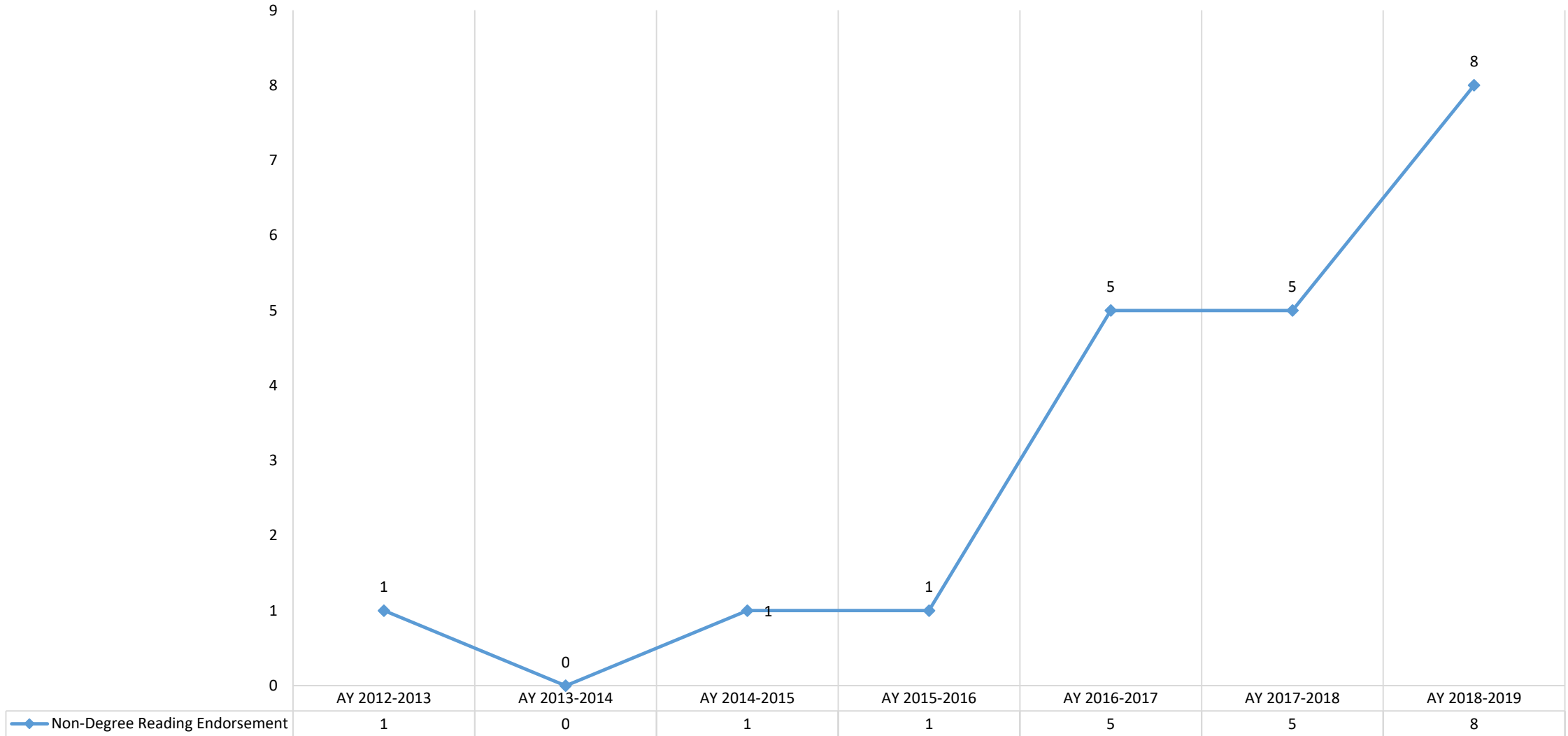
38

90

31

ENROLLMENT

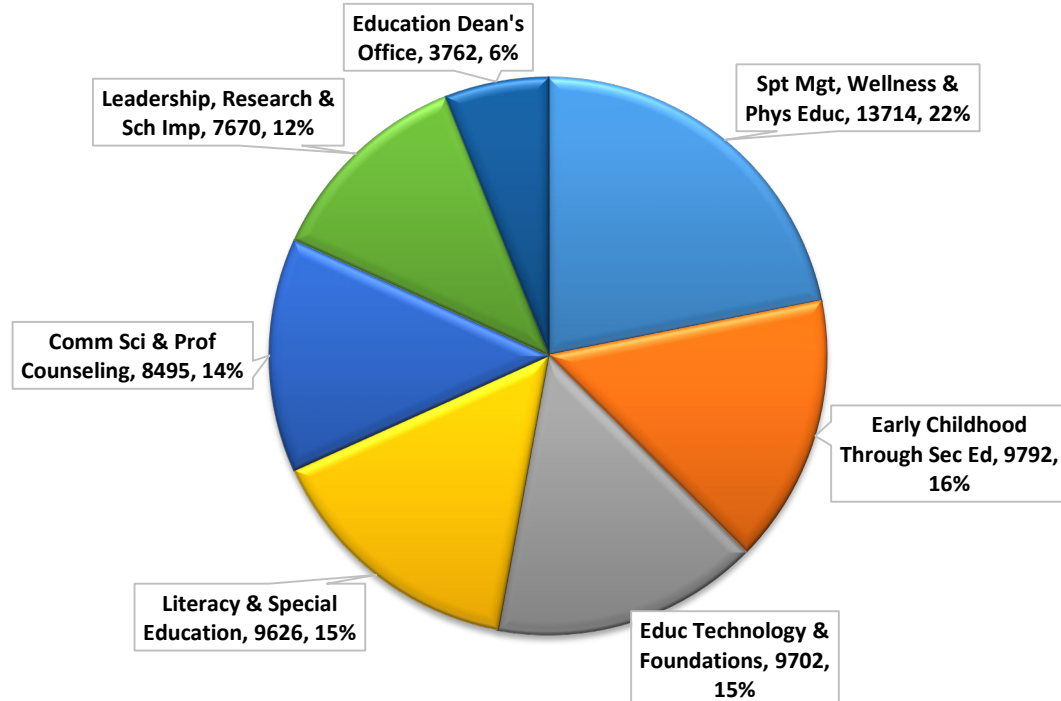
ENROLLMENT TRENDS FOR M.ED. IN NON-DEGREE READING ENDORSEMENT



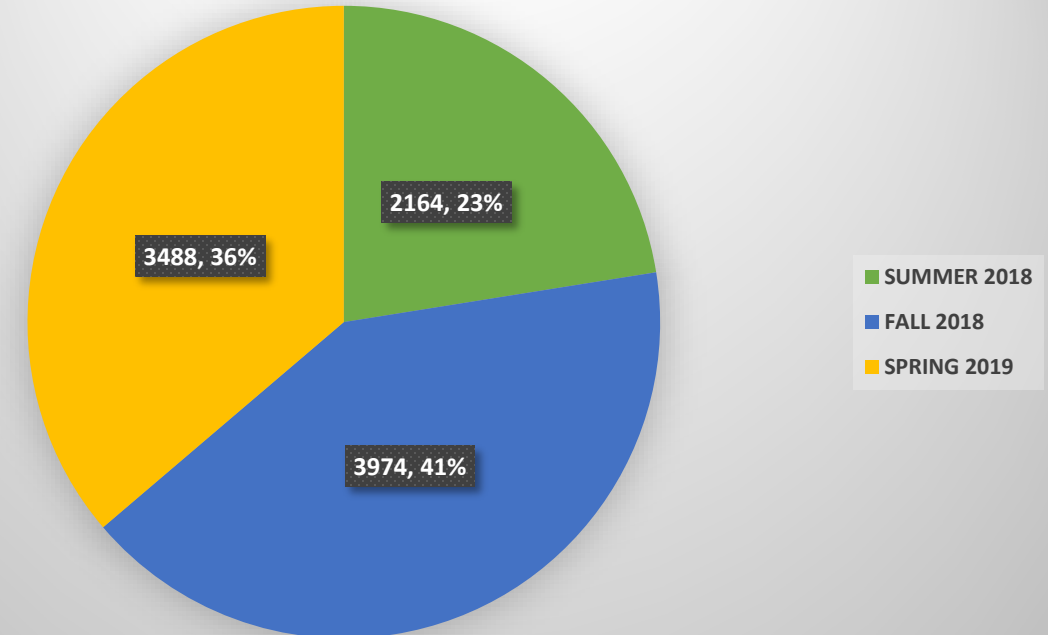
CREDIT HOUR PRODUCTION

TERM	SUMMER 2018				FALL 2018				SPRING 2019				Total by ROWS		
DEPT	ENRL	MAX_ENRL	FILL_RATE	CRED_HRS	ENRL	MAX_ENRL	FILL_RATE	CRED_HRS	ENRL	MAX_ENRL	FILL_RATE	CRED_HRS	ENRL	MAX_ENRL	CRED_HRS
Spt Mgt, Wellness & Phys Educ	624	816	76%	1798	2252	2350	96%	5630	2345	2342	100%	6286	5221	5508	13714
Early Childhood Through Sec Ed	654	700	93%	1953	1498	2254	66%	3884	1448	1838	79%	3955	3600	4792	9792
Educ Technology & Foundations	946	1025	92%	2838	1172	1252	94%	3516	1116	1270	88%	3348	3234	3547	9702
Literacy & Special Education	747	1095	68%	2164	1318	1811	73%	3974	1169	1586	74%	3488	3234	4492	9626
Comm Sci & Prof Counseling	579	827	70%	1818	1119	1451	77%	3431	1062	1357	78%	3246	2760	3635	8495
Leadership, Research & Sch Imp	880	1129	78%	2571	869	1139	76%	2524	883	1100	80%	2575	2632	3368	7670
Education Dean's Office	183	225	81%	549	556	570	97%	1668	515	530	97%	1545	1254	1325	3762
Total by COLUMNS	4613	5817		13691	8784	10827		24627	8538	10023		24443	21935	26667	62761

CREDIT HOUR PRODUCTION FOR COLLEGE OF EDUCATION FOR AY 18-19
BY DEPARTMENT



CREDIT HOUR PRODUCTION FOR LITERACY & SPECIAL
EDUCATION BY TERM



CREDIT HOUR PRODUCTION

TERM	SUMMER 2018			FALL 2018			SPRING 2019			TOTAL		
SUBJ	ENRL	MAX_ENRL	CRED_HRS	ENRL	MAX_ENRL	CRED_HRS	ENRL	MAX_ENRL	CRED_HRS	ENRL	MAX_ENRL	CRED_HRS
SPED	530	815	1513	964	1295	2912	885	1185	2644	2379	3295	7069
READ	217	280	651	340	486	1020	265	371	787	822	1137	2458
PTED	0	0	0	14	30	42	19	30	57	33	60	99
TOTAL	747	1095	2164	1318	1811	3974	1169	1586	3488	3234	4492	9626

TOTAL CREDIT HOUR PRODUCTION BY SUBJECT FOR AY 2018-2019

