CAEP Standard R4.1 (Completer Effectiveness) requires EPPs to demonstrate "that program completers effectively contribute to P-12 student-learning growth and apply in P-12 classrooms the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve. In addition, EPPs are required to include "a rationale for the data elements provided." In 2022, Southeastern's EPP began work on a series of case studies to document the contributions of its completers to student learning.

In the landmark work on case study research, Stake (1995) warns, "Case study research is not sampling research. We do not study a case primarily to understand other cases. Our first obligation is to understand this one case" (p. 4). Stake further exhorts case study researchers to select cases that will "maximize what we can learn" and that "are likely to lead us to understandings, to assertions, perhaps even to modifying generalizations…" (p. 4). In keeping with Stake's assertions, the EPP chose the following selection criteria for our case studies: cases need to represent as many of the EPP's programs as possible; the cases need to represent as many different types of settings as possible, and the greatest extend possible, the cases needed to represent completers working with diverse student populations. Further, the EPP sought to identify cases where sufficient data were available for the studies. Each year, the EPP will review the completers used for the case studies to ensure each is still viable (e.g., still teaching at the same site) and to identify potential new completers to add to the study.

Completers are chosen to provide the EPP with information about completers from across programs and in a variety of settings. Table 1 provides details about the cases chosen, the program which the completer represents, and detailed context about where each completer works. The EPP believes this selection of cases will provide the most robust body of knowledge about the contributions of our initial program completers possible. Each year, the EPP will review further data from each case and will examine previous semester's completers for new cases that have the potential to add to our knowledge of our completer's contributions to P-12 student learning.

Data Collected

Since student learning in Oklahoma is measured differently at different grade levels, it was clear from the beginning of this effort our case studies would have to reflect that difference. In Oklahoma, second graders' reading skills are assessed using the STAR (Standardized Test for the Assessment of Reading). Student learning in grades 3 through 8 (English and math) is assessed using two tests (Lexile Framework for Reading and Quantile Framework for mathematics.

Student learning in Oklahoma high schools is measured using the College and Career Readiness Assessment (CCRA) published by the Council for Aid to Education (CAE). The CCRA, given to 11th graders in two parts, assesses knowledge and skills that indicate readiness for success in college or for a career (https://sde.ok.gov/state-testing-resources).

For the first part of the CCRA, the school district administers either the ACT or the SAT with the writing portion included. The second part of the assessment consists of a science assessment and a United States history assessment, both of which are aligned to the Oklahoma Academic Standards for that specific content area. According to the CAE website, the CCRA is also designed to test 11th graders' abilities in data literacy, critical reading/evaluation, critiquing an argument, writing effectiveness, and writing mechanics. Based on composite scores, each student is assigned a rating which describes that

student's achievement. The possible scores are, from the top, advanced, proficient, basic, and below basic. At the elementary level, student learning in Oklahoma is based on standardized tests in English/Language arts and mathematics. Based on the results of these tests, students are rated in each discipline similarly to their secondary counterparts, receiving a rating of advanced, proficient, basic, and below basic.

As completers are identified for case studies, other data are also sought to build as complete a picture of their work as possible. The OEQA collects and reports to Oklahoma EPPs teacher evaluation data on that EPP's completers. For the majority of Oklahoma public school districts, this data is collected using the "Tulsa Model" of the Teacher/Leader Evaluation (TLE) system. Data from this system is valid and reliable based on research conducted over the past 10 years. This data provides evidence of the EPP's completers' ability to apply the content and skills learned in our program in their classrooms. The final data source used in our case studies is the student teaching data the EPP collected during the completer's final semester of preparation.

Data Analysis

Data are analyzed within cases to provide the EPP an in depth look at chosen completers and then analyzed across cases to look for any patterns among our completers. For elementary completers, student learning data collected from school districts provides data by student which allows the EPP to compare learning by gender and by race. The EPP also examines available TLE data on these same completers.

The EPP's case studies include data about three elementary education completers, a 4th grade teacher in a diverse, rural setting (Completer 2), a 2nd grade teacher in a rural setting (Completer 3), and a 6th grade teacher from another rural setting, this one near a state line (Completer 4). Data for Completer 2 show high student learning growth scores for both African American and Caucasian students, with slightly lower scores for Native American (American Indian) students. Scores for both females and males are strong.

Two years of aggregate data for the same group of students shows an increase in the percentage of scoring below basic (25% to 43%) and corresponding dips in the other three ratings (basic, proficient, and advanced). The importance of these data is difficult to assess coming out of the pandemic. Unfortunately, following the 2020-21 year, this completer was moved to a secondary setting (middle school), so no further relevant data was available. The EPP is currently working to identify another ELED completer to replace Completer 2 in our ongoing case studies for Standard R4.1.

Completer 3 teaches second grade and our public school partner has provided the past two years of data for him/her. As soon as it is available, the EPP will collect 2023-24 data for this completer and report on the analysis of that data in our next annual report. Analysis of the data available shows strong, consistent comparable scaled scores between racial groups. There was only one African American student during year 1 (who posted a strong scaled score) and none during year 2. Because there are far more Caucasian and Native American students, those scaled scores are more significant that the single African American student. Scaled scores between the Caucasian and Native American students are also consistent, indicating Completer 3 is doing a strong teaching job across racial groups. During both years, the scaled scores between female and male students are very similar and, for the most part, reasonably strong. Our analysis indicates this completer also works well with students of both genders.

Completer 4 is the final elementary education completer currently in our group of case studies. This completer also teaches in a rural, Title 1 school. Two years' worth of OSTP data are available (2020-2021 and 2022-23)**.**

Comparing the two years' worth of English data, the percentage of students scoring below basic decreased by almost half (40% to 22%), the percentage of students scoring in the basic range also increased significantly (33% to 57%) and the percentage of students scoring proficient increased (13% to 22%). In the first year of available data, there were two students who scored in the advanced range in English, but none in the second year.

Comparing the two years' worth of math data, the percentage of students scoring below basic increased slightly (33% to 35%), the percentage of students scoring in the basic range also increased slightly (27% to 30%) and the percentage of students scoring proficient decreased slightly (40% to 35%). This slight could be explained by post-pandemic learning loss as school were working recoup learning and learning how to make virtual learning days productive learning days.

Looking at the data by gender and by race (looking at English and math separately) we see some interesting results. First, there are more students below basic in English than in math, both among females and males. Second, achievement between females and males in English is very similar. However, males are performing much better in mathematics that are the females. In terms of race, we find the small group of Asian Americans performing at the highest level in both English and mathematics. Native Americans are performing at a slightly lower level in both English and mathematics. The lowest performing groups are Hispanic and White. Because of the increasing Hispanic population in North Texas and southern Oklahoma, the EPP will continue monitoring this last finding**.**

Data analysis for secondary completers

The first high school teacher in our group of case studies teaches science at an academically strong high school in a major community in our area. For this completer, we have three years of data, one year pre-pandemic and two years since the pandemic. No data is available for the 2020-2021 academic year since no standardized testing was done in Oklahoma at that time. Data are reported in aggregate, according the percentage of students scoring at the advanced, proficient, basic and below basic levels. The EPP is working to find sources of data would allow us to examine completers' student learning data on the secondary level by gender and by race.

Analyzing available data for Completer 1 reveal pre-pandemic student learning was about half below basic (49%) and a bit more than half at basic or above (51%) including 10% achieving the top level of advanced. Coming out of the pandemic, there is a predictable dip in student learning. The year following the pandemic students scoring below basic rose from 49% to 65% and students scoring advanced decreased from 10% to 5%. The following year, those losses had been recovered. This trend indicates our completer is having a positive impact on student learning in the science classroom**.**

Completer 5 teaches math at a strong academic high school that is situated in a major community in our area that has a bit of a suburban feel. This completer graduated from SE in May of 2019, so we currently have two years of data. The first year (2019-2020) is pre-pandemic data and shows 2% of this completer's math students achieved at the advanced level and 26% below basic. No standardized testing occurred in Oklahoma during the 2020-21 academic year due to the pandemic. The year following the pandemic, the percentage of students achieving at the advanced level remained the same, but the

percentage of students achieving below basic decreased from 26% to 22%. The percentage achieving at the proficient level increased from 18% to 26%. The data indicate this completer is having a positive impact on student learning in her classroom**.**

Completer 6 teaches American history in a large community with an urban feel. This completer graduated from Southeastern in the spring of 2021, so only year of data is available thus far. Those data indicate 13% of the students are performing at the advanced level no students were performing below basic. As soon as 2022-23 data are available, they will be reported with SE's CAEP annual report**.**

Completer 7 teaches American history in a large community located on the edge of a major metropolitan area. This completer also graduated from Southeastern in the spring of 2021, so only limited data are available. According to the information received from the school district, this completer's students achieved an average of 3.2 points of growth in their learning. The EPP is working with this district to obtain CCRA data to more fully examine the completer's impact on student learning.

Before the end of spring, the EPP will collect another years' worth of data on the seven completers currently in the Standard R4.1 Case Studies to continue watching for trends. Additional completers will also be identified to enlarge the collection of data and the potential for a more complete view of what the EPP's initial completers are doing in the field.

Standard R4.1 also requires EPPs to provide data that its initial completers can "apply in P-12 classrooms the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve" and to "include a rationale for the data elements provided." The EPP has provided the review team three cycles of data from the TLE evaluations conducted by the administrators who supervise our initial completers in their classrooms. In addition, evaluations completed by both field mentors and university supervisors near the end of the initial completers' student teaching experience provide further evidence of the knowledge and skills presented in their professional preparation. We believe these measures provide solid evidence our completers have developed high levels of skill in applying the professional knowledge, skills, and dispositions expected based on their preparation.