



**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

# Ed.D. SCHOOL IMPROVEMENT

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>

School Improvement, Ed.D. 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
Revise EDSI 9941 into a theories courses to include a new key assessment for the program	Students hope to score at least 3.0 to demonstrate competency in frameworks		Previously scored data on the EDSI Proposal Rubric and anecdotal information from dissertation chairs and committee members indicated students struggle with understanding conceptual/theoretical frameworks specific to school improvement.	Student Success		
Develop a doctoral seminar course that focuses on doctoral-level writing specific to the dissertation and create a key assessment to evaluate writing skills	EDSI Doctoral faculty will develop a syllabus for the doctoral seminar to replace and enhance the dissertation mentoring courses.		EDSI Proposal Rubric scores and anecdotal information from instructors, dissertation chairs, and committee members.	Student Success	Plan to increase graduate rates by strengthening writing ability of doctoral students	It is online and can be customized to improving the student's educational environment.
Examine the EDSI Proposal Rubric to see if there are changes that need to be made in order to clarify expectations in each section to provide external reviewers more guidance in the review process and increase inter-rater reliability.	EDSI Doctoral faculty will review the EDSI Proposal Rubric and make recommendations if necessary.		2017-2018 EDSI Proposal Rubric data showed students scoring Proficient or Exemplary in each required section of the dissertation proposal. While this could be accurate due to the close collaboration with the dissertation chair and committee, the EDSI Proposal Rubric will be re-examined to ensure its rigor.	Student Success		

# EDSI 9960 DEVELOPING RESEARCH QUESTIONS 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	EDSI 9960	Research Design	E01	2018-07-22	EDSI 9960 Developing Research Questions Project Summer 2018	EDSI 9960 Developing Research Questions	11	10	1	7

**THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : EDSI 9960 Developing Research Questions**

**EDSI 9960 DEVELOPING RESEARCH QUESTIONS**

Rubric	# Unacceptable	% Unacceptable	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
Develop high-quality quantitative research questions	0	0%	0	0%	5	71.43%	2	28.57%	0	0%	7	3.29	3	3	0.45
Develop high-quality qualitative research questions	0	0%	0	0%	5	71.43%	2	28.57%	0	0%	7	3.29	3	3	0.45
Total/Percentage	0	0%	0	0%	10	71.43%	4	28.57%	0	0%	14				

# EDSI 9961 QUANTITATIVE DATA ANALYSIS 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
Fall Semester 2018	EDSI 9961	Quantitative Research Methods	E01	2018-12-17	EDSI 9961 Quantitative Data Analysis Assignment Fall 2018	EDSI 9961 Quantitative Data Analysis Rubric	24	14	10	0

AGGREGATE DATA NOT AVAILABLE

# EDSI 9962 QUALITATIVE DATA ANALYSIS PROJECT 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
Spring Semester 2019	EDSI 9962	Qualitative Research Methods	E01	2019-04-29	EDSI 9962 Qualitative Data Analysis Project Spring 2019	EDSI 9962 Qualitative Data Analysis Project Rubric	24	24	0	24

**THE TABLES BELOW CONTAIN AGGREGATE DATA FOR THE FORM : EDSI 9962 Qualitative Data Analysis Project Rubric**

EDSI 9962 Qualitative Data Analysis Project Rubric

Rubric	# Unacceptable	% Unacceptable	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Mean	Median	Mode	Standard Deviation
Collect, manage, analyze, and interpret qualitative data	0	0%	1	4.17%	9	37.5%	14	58.33%	0	0%	24	3.54	4	4	0.58
Total/Percentage	0	0%	1	4.17%	9	37.5%	14	58.33%	0	0%	24				

# SCHOOL IMPROVEMENT SPRING 2018

PORTFOLIO – 37 RECIPIENTS

*AY 2018-2019*

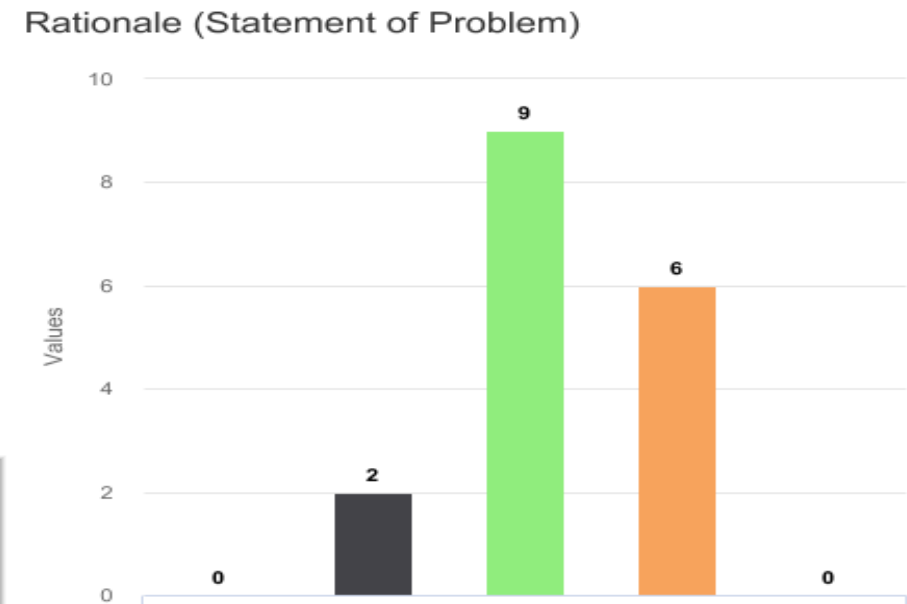
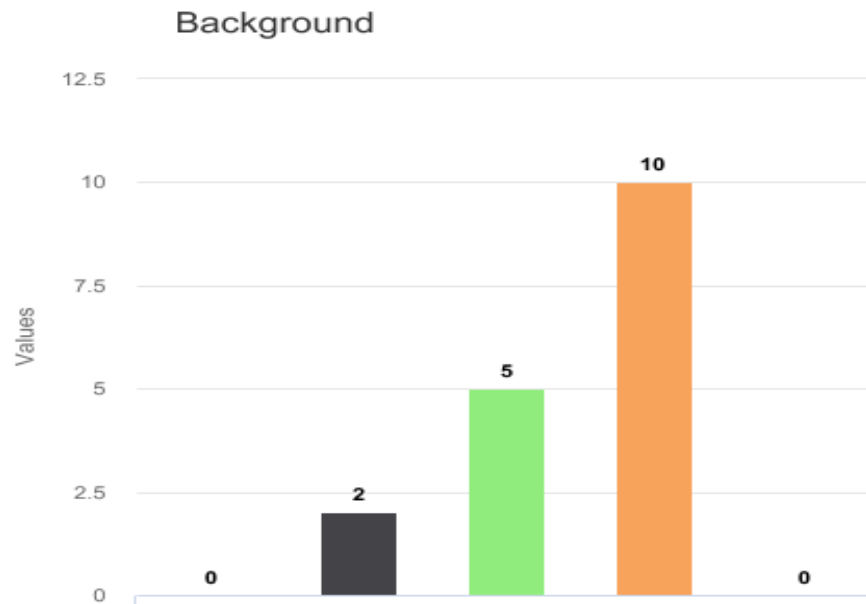
# EDSI PROPOSAL RUBRIC - INTRODUCTION

## BACKGROUND

## RATIONALE (STATEMENT OF PROBLEM)

Response	Number of Responses	Percent
Unacceptable(1)	0	0%
Developing(2)	2	11.76%
Proficient(3)	5	29.41%
Exemplary(4)	10	58.82%
N/A	0	0%
No Response	0	
<b>Total Valid Responses:</b>	<b>17</b>	
<b>Mean:</b>	<b>3.47</b>	
<b>Median:</b>	<b>4.00</b>	
<b>Mode:</b>	<b>4.00</b>	
<b>Standard Deviation:</b>	<b>0.70</b>	

Response	Number of Responses	Percent
Unacceptable(1)	0	0%
Developing(2)	2	11.76%
Proficient(3)	9	52.94%
Exemplary(4)	6	35.29%
N/A	0	0%
No Response	0	
<b>Total Valid Responses:</b>	<b>17</b>	
<b>Mean:</b>	<b>3.24</b>	
<b>Median:</b>	<b>3.00</b>	
<b>Mode:</b>	<b>3.00</b>	
<b>Standard Deviation:</b>	<b>0.64</b>	



# EDSI PROPOSAL RUBRIC - INTRODUCTION

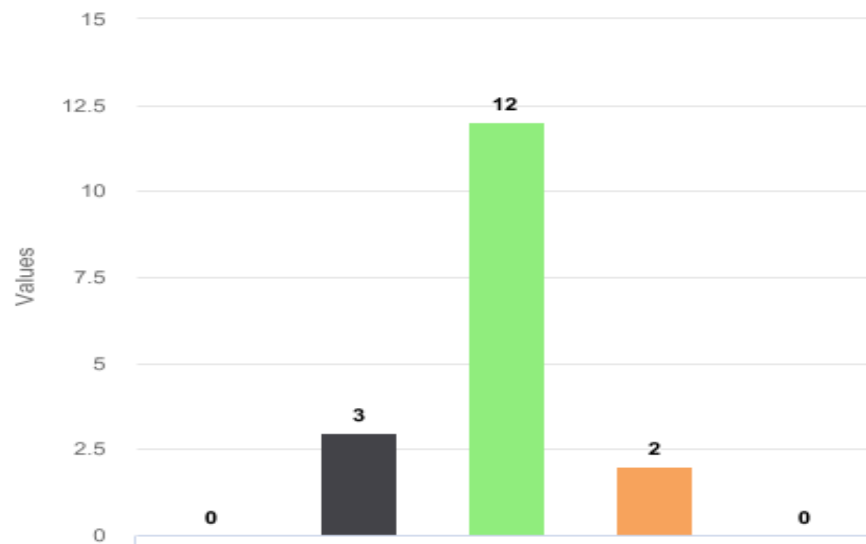
## RESEARCH PURPOSE & PLAN FOR SCHOOL IMPROVEMENT

## RESEARCH QUESTIONS (HYPOTHESES, AS APPROPRIATE)

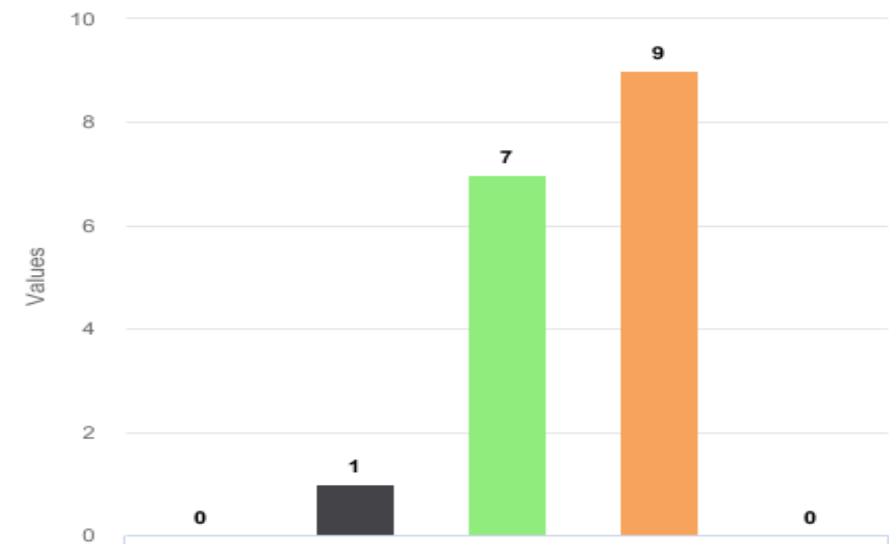
Response	Number of Responses	Percent
Unacceptable(1)	0	0%
Developing(2)	3	17.65%
Proficient(3)	12	70.59%
Exemplary(4)	2	11.76%
N/A	0	0%
No Response	0	
<b>Total Valid Responses:</b>	<b>17</b>	
<b>Mean:</b>	<b>2.94</b>	
<b>Median:</b>	<b>3.00</b>	
<b>Mode:</b>	<b>3.00</b>	
<b>Standard Deviation:</b>	<b>0.54</b>	

Response	Number of Responses	Percent
Unacceptable(1)	0	0%
Developing(2)	1	5.88%
Proficient(3)	7	41.18%
Exemplary(4)	9	52.94%
N/A	0	0%
No Response	0	
<b>Total Valid Responses:</b>	<b>17</b>	
<b>Mean:</b>	<b>3.47</b>	
<b>Median:</b>	<b>4.00</b>	
<b>Mode:</b>	<b>4.00</b>	
<b>Standard Deviation:</b>	<b>0.61</b>	

Research Purpose & Plan for School Improvement



Research Questions (Hypotheses, as appropriate)





# EDSI PROPOSAL RUBRIC - LITERATURE REVIEW

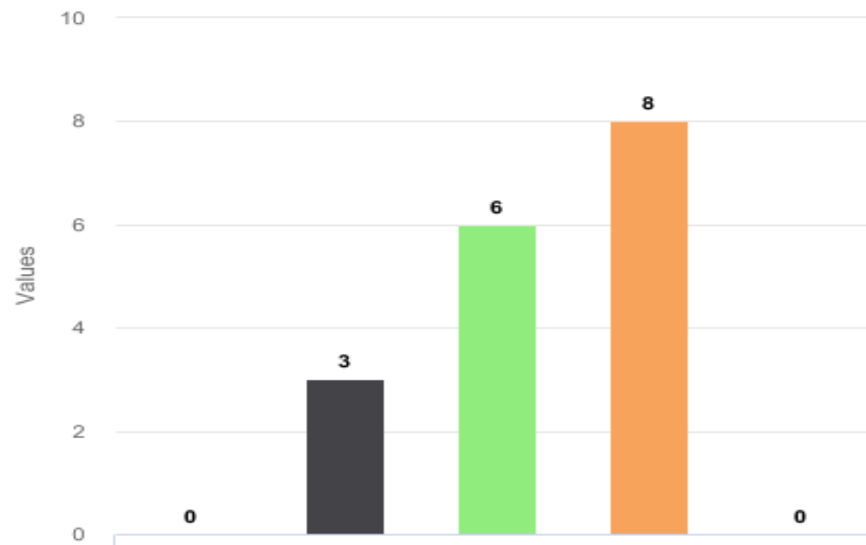
## CRITICAL REVIEW OF LITERATURE & RELEVANCE

## CONCEPTUAL / THEORETICAL FRAMEWORK

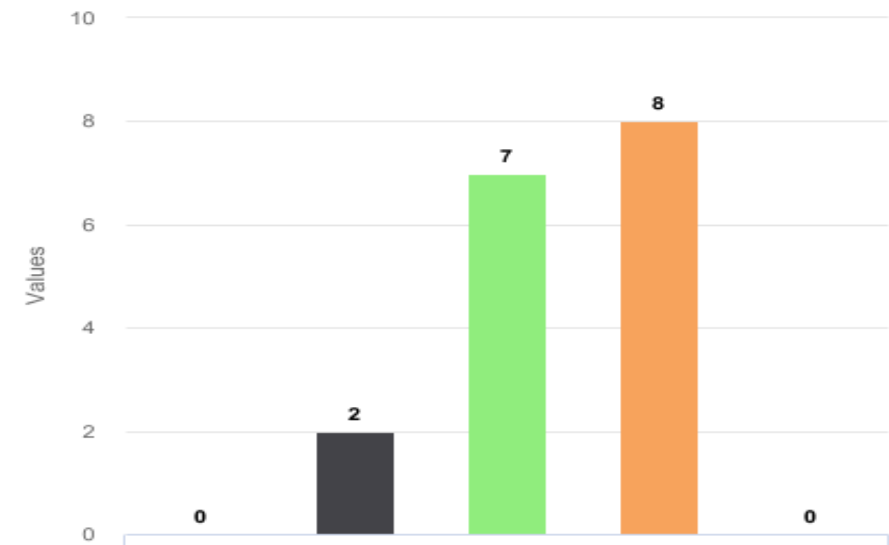
Response	Number of Responses	Percent
Unacceptable(1)	0	0%
Developing(2)	3	17.65%
Proficient(3)	6	35.29%
Exemplary(4)	8	47.06%
N/A	0	0%
No Response	0	
<b>Total Valid Responses:</b>	<b>17</b>	
<b>Mean:</b>	<b>3.29</b>	
<b>Median:</b>	<b>3.00</b>	
<b>Mode:</b>	<b>4.00</b>	
<b>Standard Deviation:</b>	<b>0.75</b>	

Response	Number of Responses	Percent
Unacceptable(1)	0	0%
Developing(2)	2	11.76%
Proficient(3)	7	41.18%
Exemplary(4)	8	47.06%
N/A	0	0%
No Response	0	
<b>Total Valid Responses:</b>	<b>17</b>	
<b>Mean:</b>	<b>3.35</b>	
<b>Median:</b>	<b>3.00</b>	
<b>Mode:</b>	<b>4.00</b>	
<b>Standard Deviation:</b>	<b>0.68</b>	

Critical Review of Literature & Relevance



Conceptual / Theoretical Framework



# EDSI PROPOSAL RUBRIC - RESEARCH QUESTIONS (& HYPOTHESES)

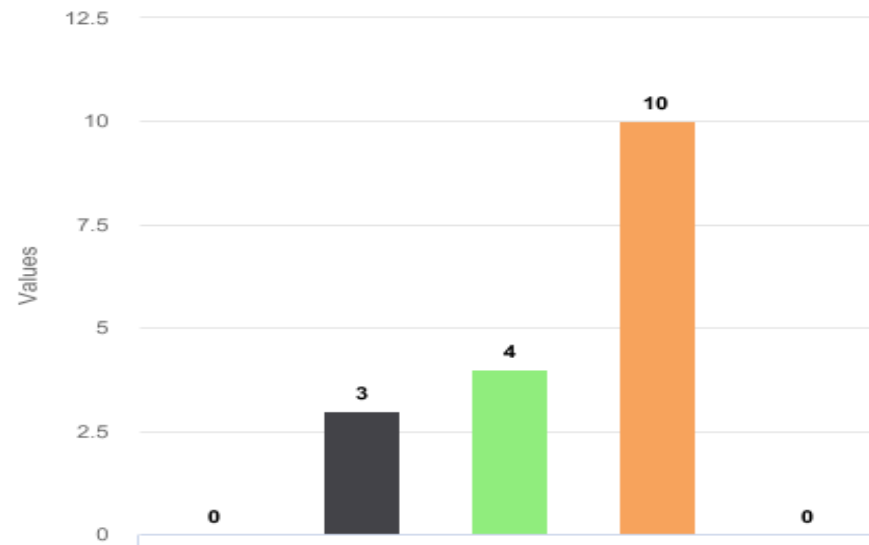
## RESEARCH QUESTIONS (HYPOTHESES, AS APPROPRIATE)

## SCOPE & FEASIBILITY

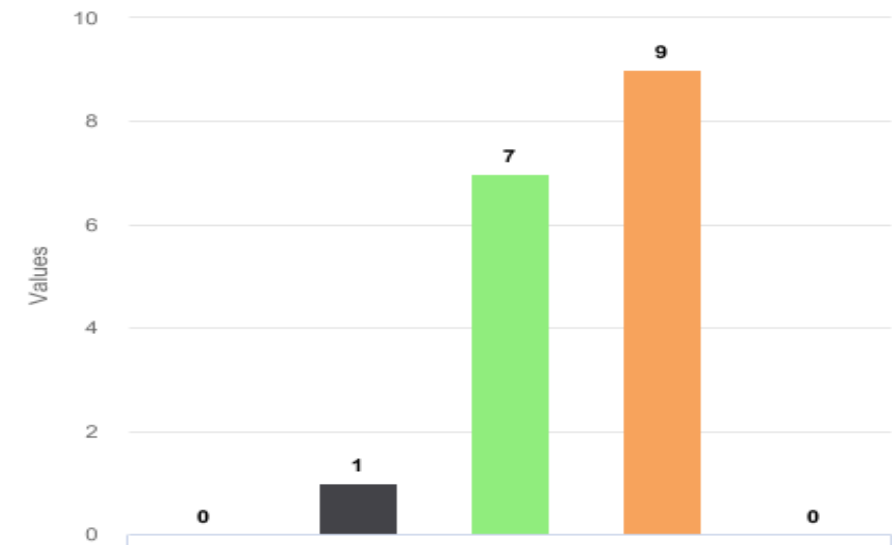
Response	Number of Responses	Percent
Unacceptable(1)	0	0%
Developing(2)	3	17.65%
Proficient(3)	4	23.53%
Exemplary(4)	10	58.82%
N/A	0	0%
No Response	0	
<b>Total Valid Responses:</b>	<b>17</b>	
<b>Mean:</b>	<b>3.41</b>	
<b>Median:</b>	<b>4.00</b>	
<b>Mode:</b>	<b>4.00</b>	
<b>Standard Deviation:</b>	<b>0.77</b>	

Response	Number of Responses	Percent
Unacceptable(1)	0	0%
Developing(2)	1	5.88%
Proficient(3)	7	41.18%
Exemplary(4)	9	52.94%
N/A	0	0%
No Response	0	
<b>Total Valid Responses:</b>	<b>17</b>	
<b>Mean:</b>	<b>3.47</b>	
<b>Median:</b>	<b>4.00</b>	
<b>Mode:</b>	<b>4.00</b>	
<b>Standard Deviation:</b>	<b>0.61</b>	

Research Questions (Hypotheses, as appropriate)



Scope & Feasibility



# EDSI PROPOSAL RUBRIC - METHODOLOGY

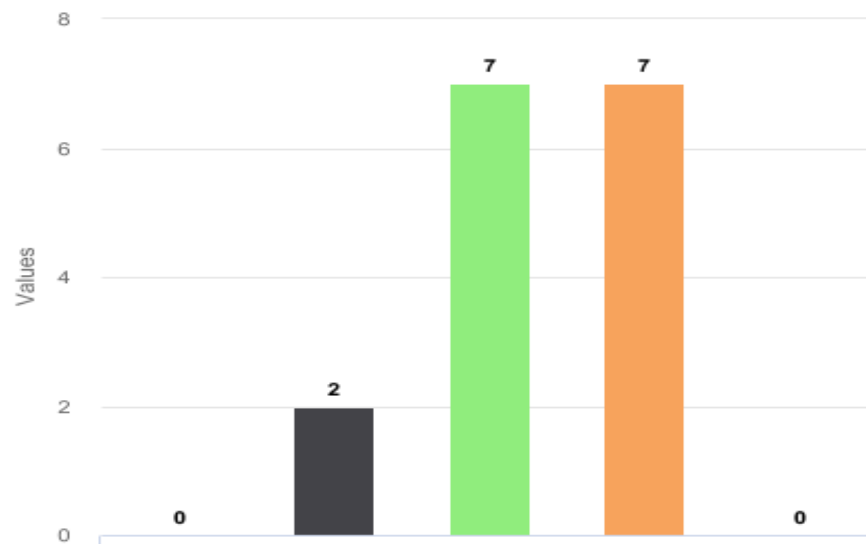
## RESEARCH APPROACH & DESIGN

## DATA COLLECTION

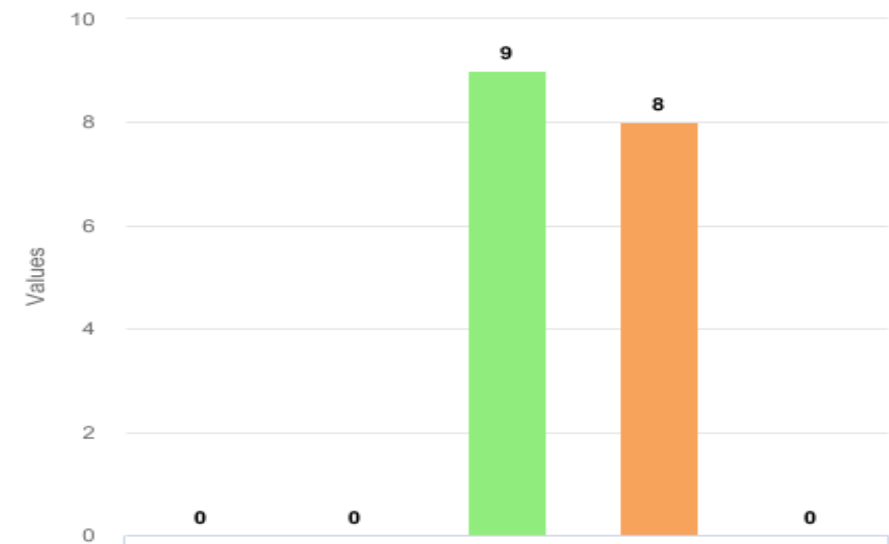
Response	Number of Responses	Percent
Unacceptable(1)	0	0%
Developing(2)	2	12.5%
Proficient(3)	7	43.75%
Exemplary(4)	7	43.75%
N/A	0	0%
No Response	1	
<b>Total Valid Responses:</b>	<b>16</b>	
<b>Mean:</b>	<b>3.31</b>	
<b>Median:</b>	<b>3.00</b>	
<b>Mode:</b>	<b>3.00, 4.00</b>	
<b>Standard Deviation:</b>	<b>0.68</b>	

Response	Number of Responses	Percent
Unacceptable(1)	0	0%
Developing(2)	0	0%
Proficient(3)	9	52.94%
Exemplary(4)	8	47.06%
N/A	0	0%
No Response	0	
<b>Total Valid Responses:</b>	<b>17</b>	
<b>Mean:</b>	<b>3.47</b>	
<b>Median:</b>	<b>3.00</b>	
<b>Mode:</b>	<b>3.00</b>	
<b>Standard Deviation:</b>	<b>0.50</b>	

Research Approach & Design



Data Collection



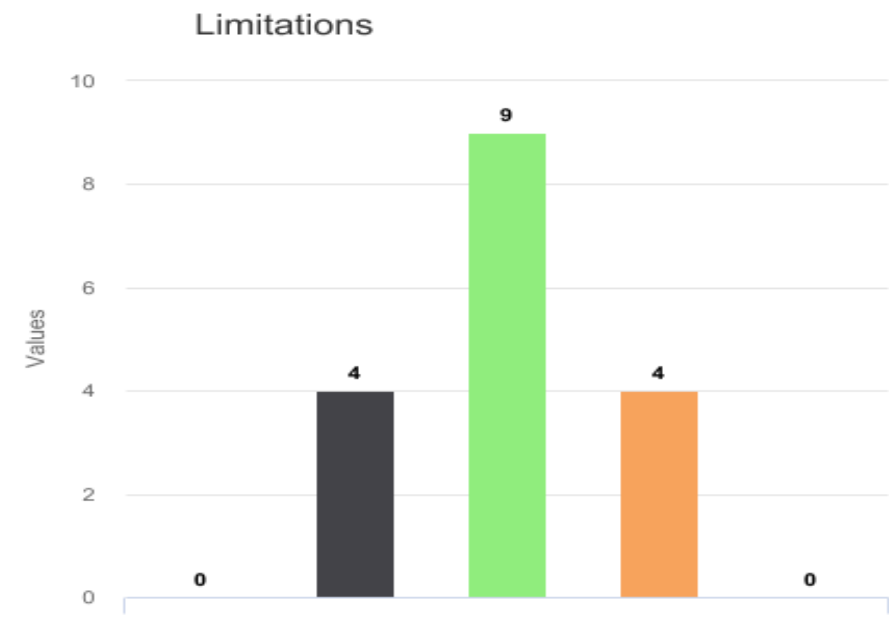
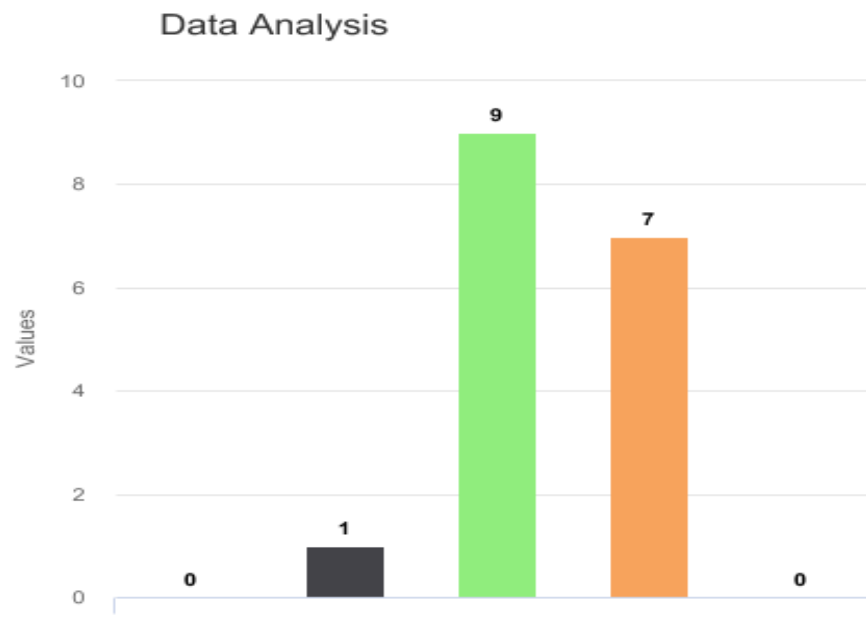
# EDSI PROPOSAL RUBRIC - METHODOLOGY

## DATA ANALYSIS

## LIMITATIONS

Response	Number of Responses	Percent
Unacceptable(1)	0	0%
Developing(2)	1	5.88%
Proficient(3)	9	52.94%
Exemplary(4)	7	41.18%
N/A	0	0%
No Response	0	
<b>Total Valid Responses:</b>	<b>17</b>	
<b>Mean:</b>	<b>3.35</b>	
<b>Median:</b>	<b>3.00</b>	
<b>Mode:</b>	<b>3.00</b>	
<b>Standard Deviation:</b>	<b>0.59</b>	

Response	Number of Responses	Percent
Unacceptable(1)	0	0%
Developing(2)	4	23.53%
Proficient(3)	9	52.94%
Exemplary(4)	4	23.53%
N/A	0	0%
No Response	0	
<b>Total Valid Responses:</b>	<b>17</b>	
<b>Mean:</b>	<b>3.00</b>	
<b>Median:</b>	<b>3.00</b>	
<b>Mode:</b>	<b>3.00</b>	
<b>Standard Deviation:</b>	<b>0.69</b>	



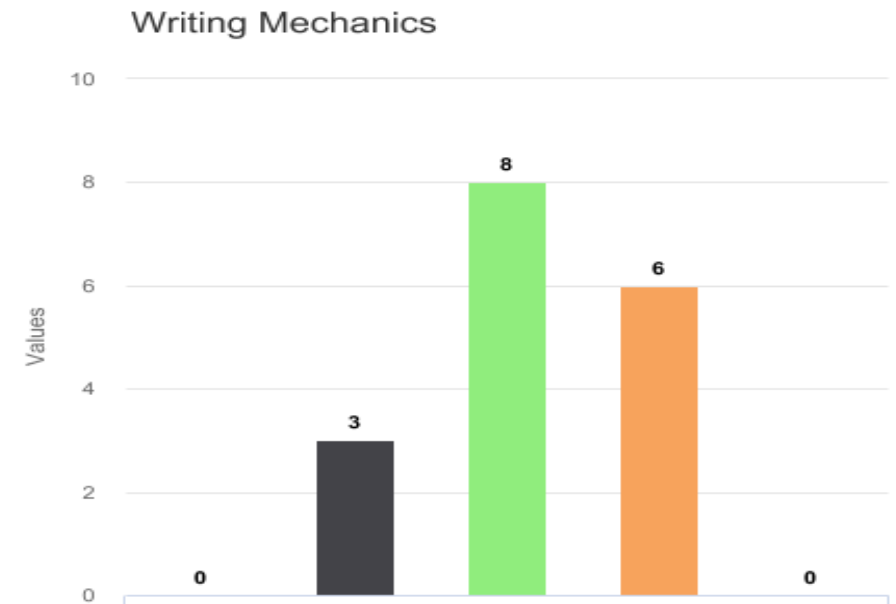
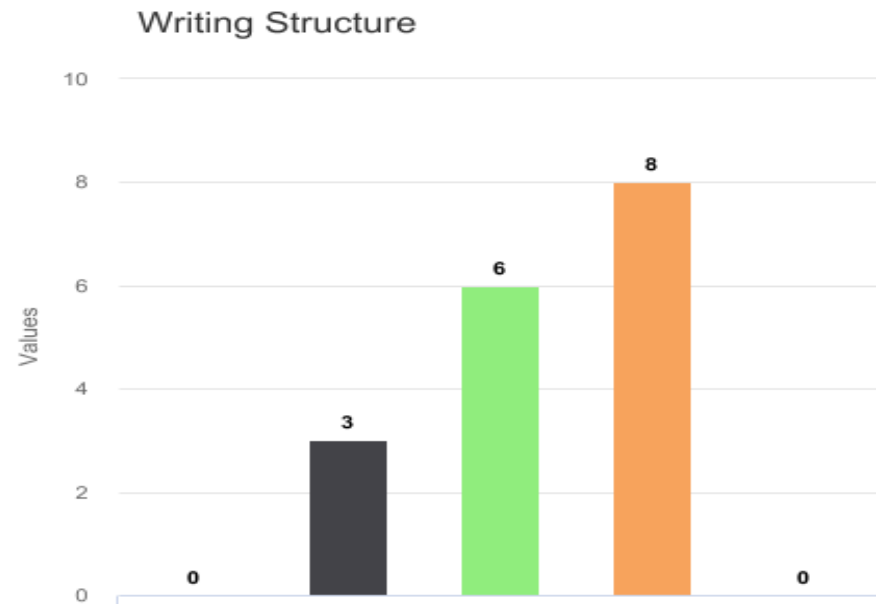
# EDSI PROPOSAL RUBRIC - PRESENTATION & WRITING

## WRITING STRUCTURE

## WRITING MECHANICS

Response	Number of Responses	Percent
Unacceptable(1)	0	0%
Developing(2)	3	17.65%
Proficient(3)	6	35.29%
Exemplary(4)	8	47.06%
N/A	0	0%
No Response	0	
<b>Total Valid Responses:</b>	<b>17</b>	
<b>Mean:</b>	<b>3.29</b>	
<b>Median:</b>	<b>3.00</b>	
<b>Mode:</b>	<b>4.00</b>	
<b>Standard Deviation:</b>	<b>0.75</b>	

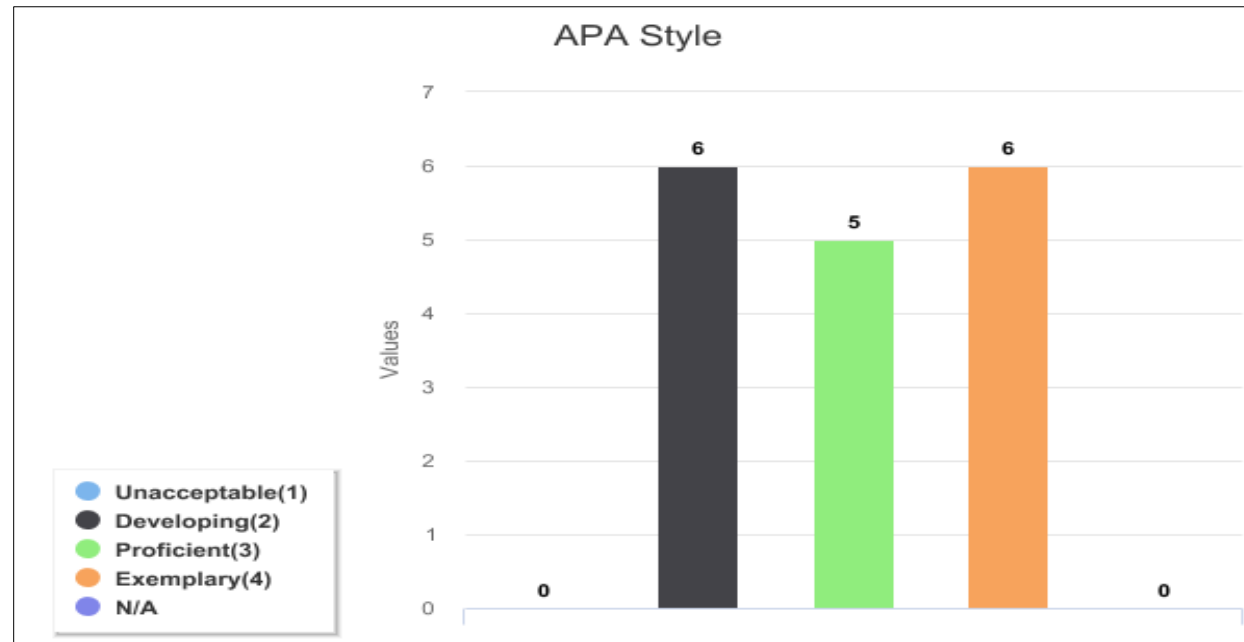
Response	Number of Responses	Percent
Unacceptable(1)	0	0%
Developing(2)	3	17.65%
Proficient(3)	8	47.06%
Exemplary(4)	6	35.29%
N/A	0	0%
No Response	0	
<b>Total Valid Responses:</b>	<b>17</b>	
<b>Mean:</b>	<b>3.18</b>	
<b>Median:</b>	<b>3.00</b>	
<b>Mode:</b>	<b>3.00</b>	
<b>Standard Deviation:</b>	<b>0.71</b>	



# EDSI PROPOSAL RUBRIC - PRESENTATION & WRITING

## APA STYLE

Response	Number of Responses	Percent
Unacceptable(1)	0	0%
Developing(2)	6	35.29%
Proficient(3)	5	29.41%
Exemplary(4)	6	35.29%
N/A	0	0%
No Response	0	
<b>Total Valid Responses:</b>	<b>17</b>	
<b>Mean:</b>	<b>3.00</b>	
<b>Median:</b>	<b>3.00</b>	
<b>Mode:</b>	<b>2.00, 4.00</b>	
<b>Standard Deviation:</b>	<b>0.84</b>	



# EDSI 9933 SCORING RUBRIC

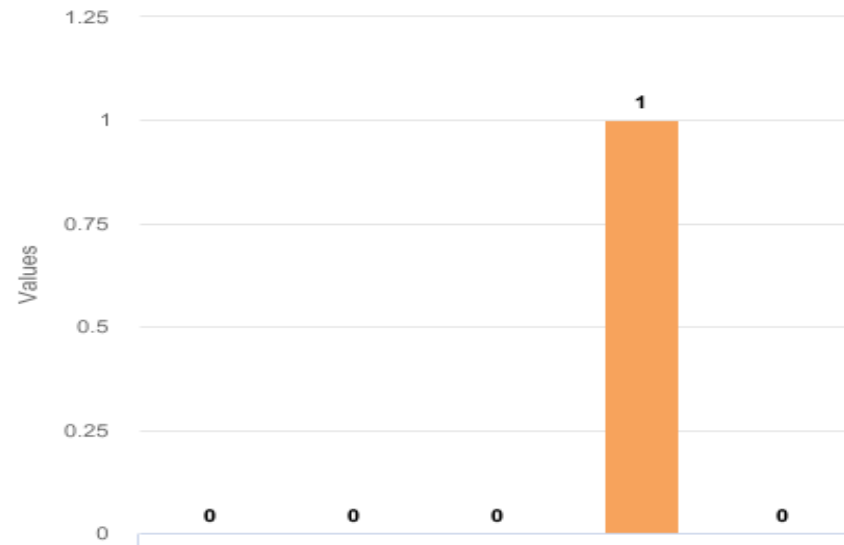
## PRESENTATION AND COHERENCE

## USE AND APPLICATION OF THE LITERATURE AND KNOWLEDGE BASE

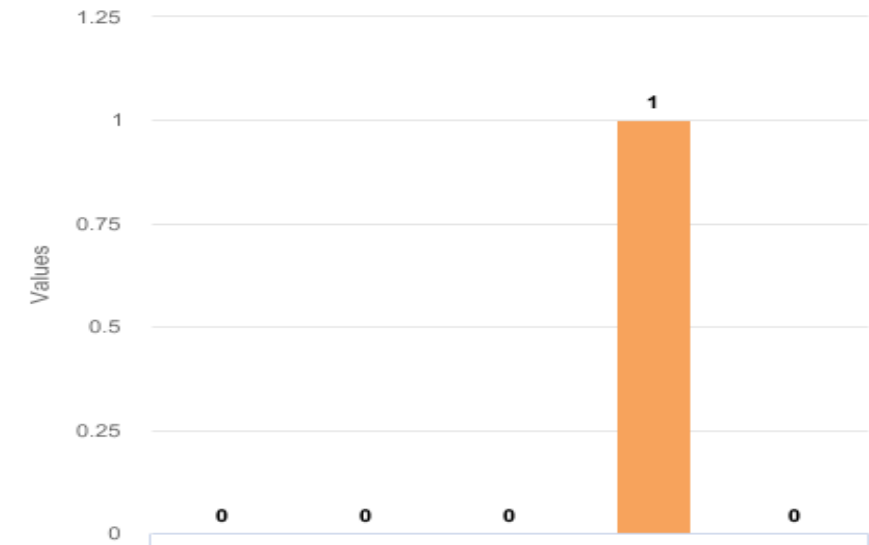
Response	Number of Responses	Percent
Unacceptable/Not Evident(1)	0	0%
Developing(2)	0	0%
Proficient(3)	0	0%
Exemplary(4)	1	100%
N/A	0	0%
No Response	0	
<b>Total Valid Responses:</b>	<b>1</b>	
<b>Mean:</b>	<b>4.00</b>	
<b>Median:</b>	<b>4.00</b>	
<b>Mode:</b>	<b>4.00</b>	
<b>Standard Deviation:</b>	<b>0.00</b>	

Response	Number of Responses	Percent
Unacceptable/Not Evident(1)	0	0%
Developing(2)	0	0%
Proficient(3)	0	0%
Exemplary(4)	1	100%
N/A	0	0%
No Response	0	
<b>Total Valid Responses:</b>	<b>1</b>	
<b>Mean:</b>	<b>4.00</b>	
<b>Median:</b>	<b>4.00</b>	
<b>Mode:</b>	<b>4.00</b>	
<b>Standard Deviation:</b>	<b>0.00</b>	

Presentation and Coherence



Use and Application of the Literature and Knowledge Bas...



# EDSI 9933 SCORING RUBRIC

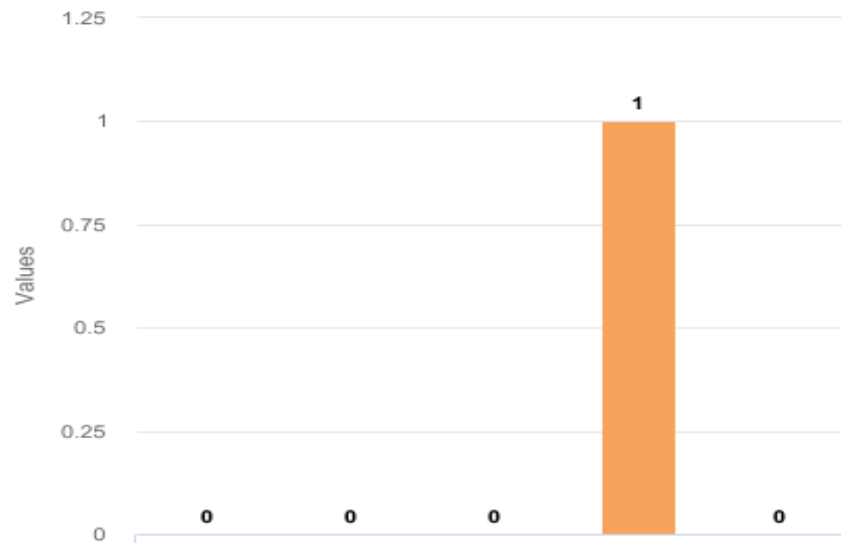
## EVIDENCE OF REFLECTION

## SUPPORT FOR TEACHER GROWTH

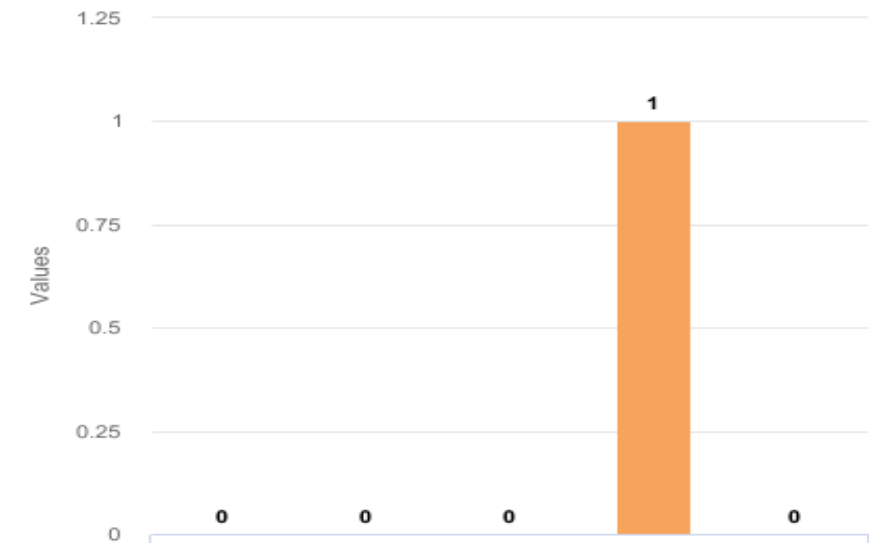
Response	Number of Responses	Percent
Unacceptable/Not Evident(1)	0	0%
Developing(2)	0	0%
Proficient(3)	0	0%
Exemplary(4)	1	100%
N/A	0	0%
No Response	0	
<b>Total Valid Responses:</b>	<b>1</b>	
<b>Mean:</b>	<b>4.00</b>	
<b>Median:</b>	<b>4.00</b>	
<b>Mode:</b>	<b>4.00</b>	
<b>Standard Deviation:</b>	<b>0.00</b>	

Response	Number of Responses	Percent
Unacceptable/Not Evident(1)	0	0%
Developing(2)	0	0%
Proficient(3)	0	0%
Exemplary(4)	1	100%
N/A	0	0%
No Response	0	
<b>Total Valid Responses:</b>	<b>1</b>	
<b>Mean:</b>	<b>4.00</b>	
<b>Median:</b>	<b>4.00</b>	
<b>Mode:</b>	<b>4.00</b>	
<b>Standard Deviation:</b>	<b>0.00</b>	

Evidence of Reflection:



Support for teacher Growth

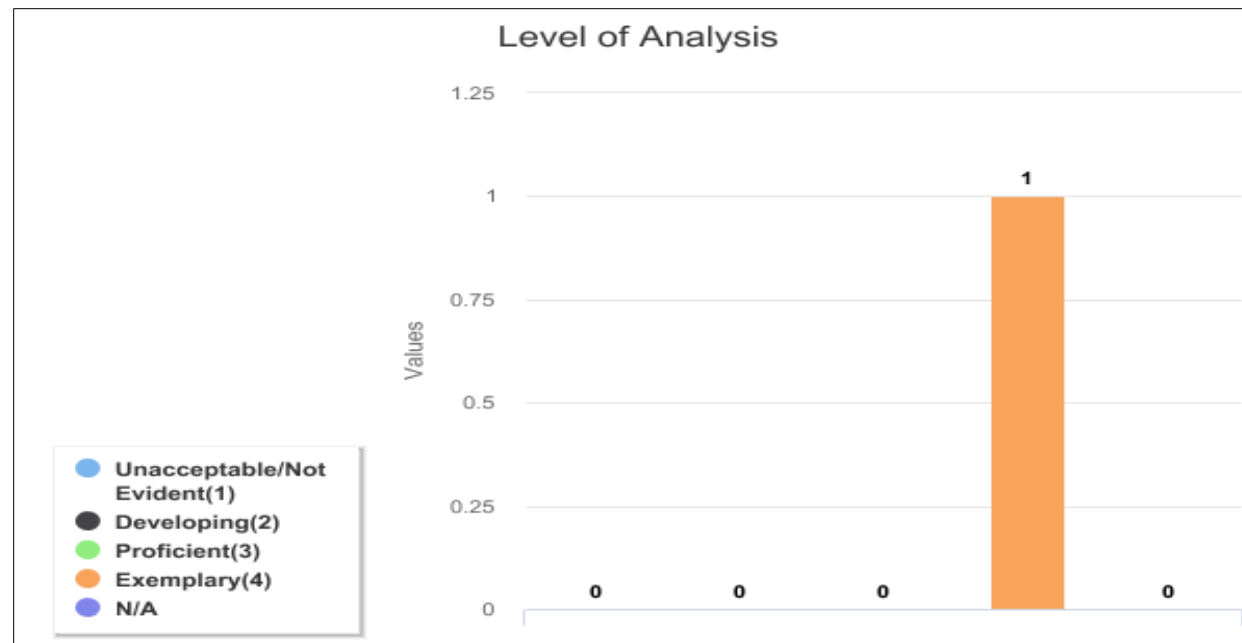




# EDSI 9933 SCORING RUBRIC

## LEVEL OF ANALYSIS

Response	Number of Responses	Percent
Unacceptable/Not Evident(1)	0	0%
Developing(2)	0	0%
Proficient(3)	0	0%
Exemplary(4)	1	100%
N/A	0	0%
No Response	0	
<b>Total Valid Responses:</b>	<b>1</b>	
<b>Mean:</b>	<b>4.00</b>	
<b>Median:</b>	<b>4.00</b>	
<b>Mode:</b>	<b>4.00</b>	
<b>Standard Deviation:</b>	<b>0.00</b>	



# EDSI 9942 SCORING RUBRIC

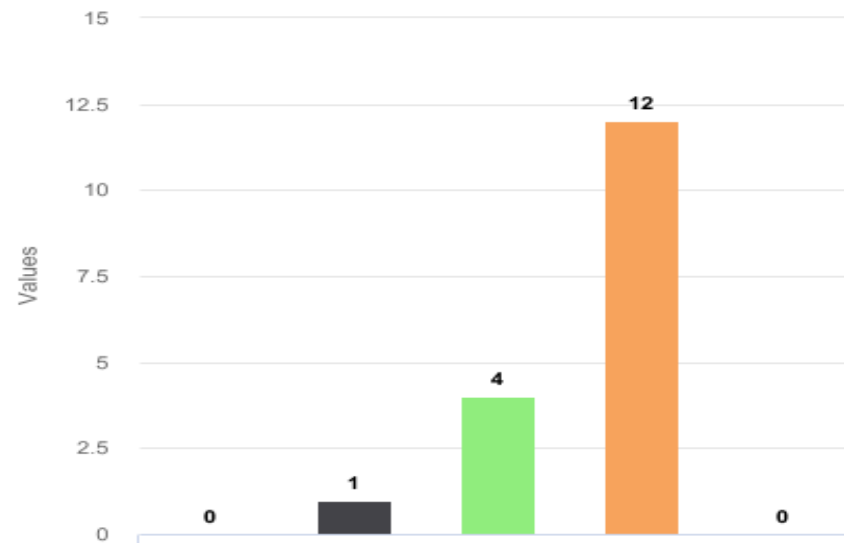
## PRESENTATION AND COHERENCE

## USE AND APPLICATION OF THE LITERATURE AND KNOWLEDGE BASE

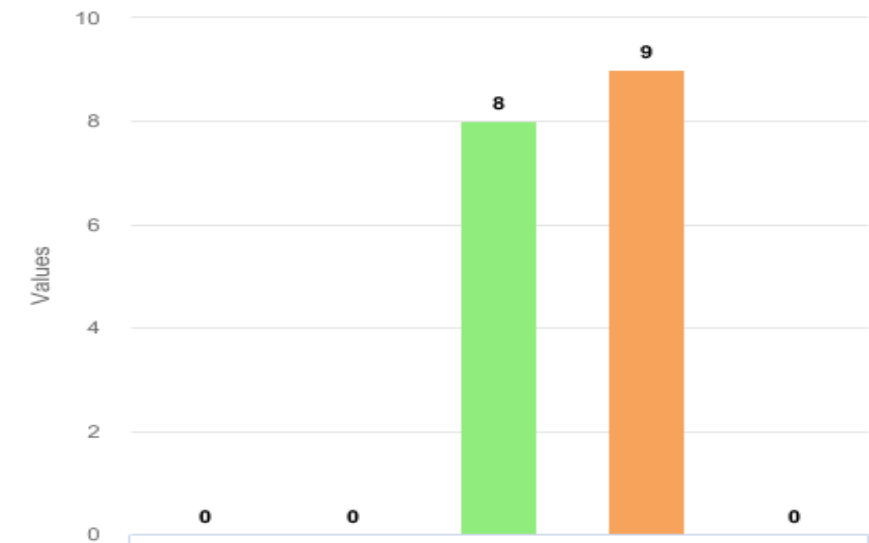
Response	Number of Responses	Percent
Unacceptable/Not Evident(1)	0	0%
Developing(2)	1	5.88%
Proficient(3)	4	23.53%
Exemplary(4)	12	70.59%
N/A	0	0%
No Response	0	
<b>Total Valid Responses:</b>	<b>17</b>	
<b>Mean:</b>	<b>3.65</b>	
<b>Median:</b>	<b>4.00</b>	
<b>Mode:</b>	<b>4.00</b>	
<b>Standard Deviation:</b>	<b>0.59</b>	

Response	Number of Responses	Percent
Unacceptable/Not Evident(1)	0	0%
Developing(2)	0	0%
Proficient(3)	8	47.06%
Exemplary(4)	9	52.94%
N/A	0	0%
No Response	0	
<b>Total Valid Responses:</b>	<b>17</b>	
<b>Mean:</b>	<b>3.53</b>	
<b>Median:</b>	<b>4.00</b>	
<b>Mode:</b>	<b>4.00</b>	
<b>Standard Deviation:</b>	<b>0.50</b>	

Presentation and Coherence



Use and Application of the Literature and Knowledge Bas...



# EDSI 9942 SCORING RUBRIC

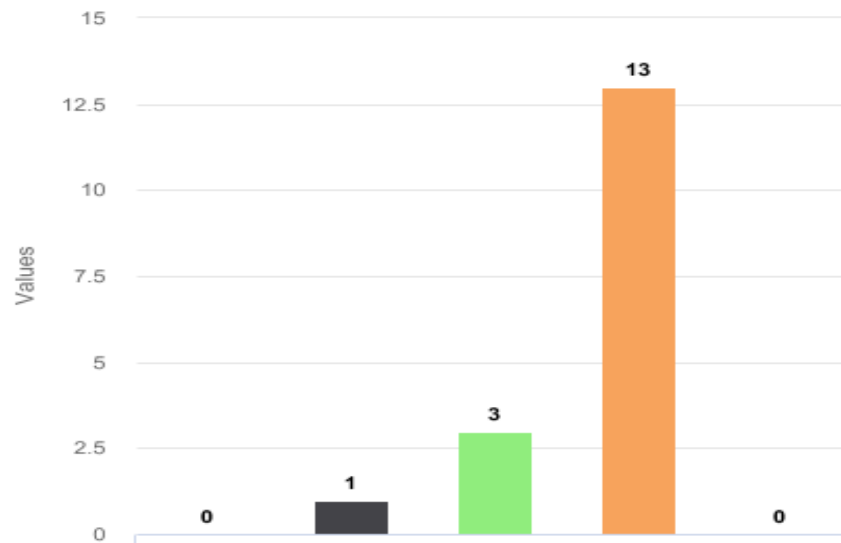
## EVIDENCE OF REFLECTION

## SUPPORT FOR TEACHER GROWTH

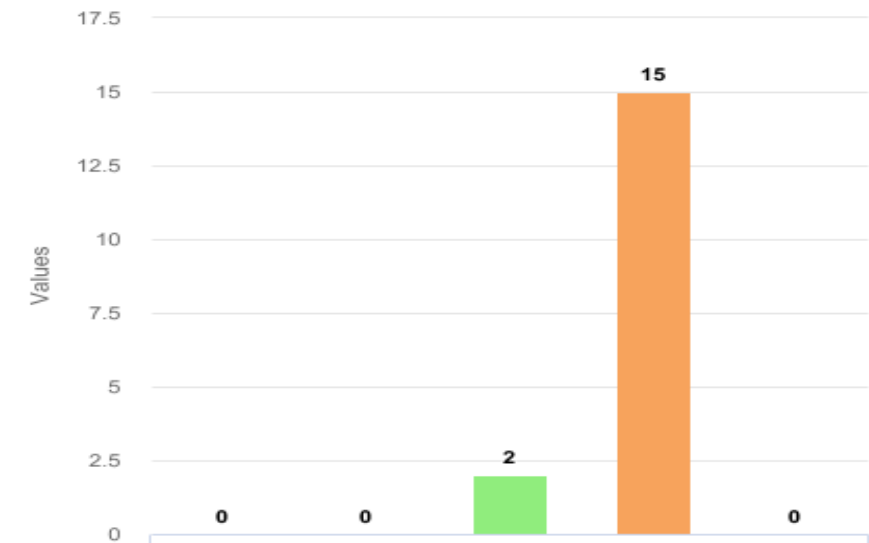
Response	Number of Responses	Percent
Unacceptable/Not Evident(1)	0	0%
Developing(2)	1	5.88%
Proficient(3)	3	17.65%
Exemplary(4)	13	76.47%
N/A	0	0%
No Response	0	
<b>Total Valid Responses:</b>	<b>17</b>	
<b>Mean:</b>	<b>3.71</b>	
<b>Median:</b>	<b>4.00</b>	
<b>Mode:</b>	<b>4.00</b>	
<b>Standard Deviation:</b>	<b>0.57</b>	

Response	Number of Responses	Percent
Unacceptable/Not Evident(1)	0	0%
Developing(2)	0	0%
Proficient(3)	2	11.76%
Exemplary(4)	15	88.24%
N/A	0	0%
No Response	0	
<b>Total Valid Responses:</b>	<b>17</b>	
<b>Mean:</b>	<b>3.88</b>	
<b>Median:</b>	<b>4.00</b>	
<b>Mode:</b>	<b>4.00</b>	
<b>Standard Deviation:</b>	<b>0.32</b>	

Evidence of Reflection



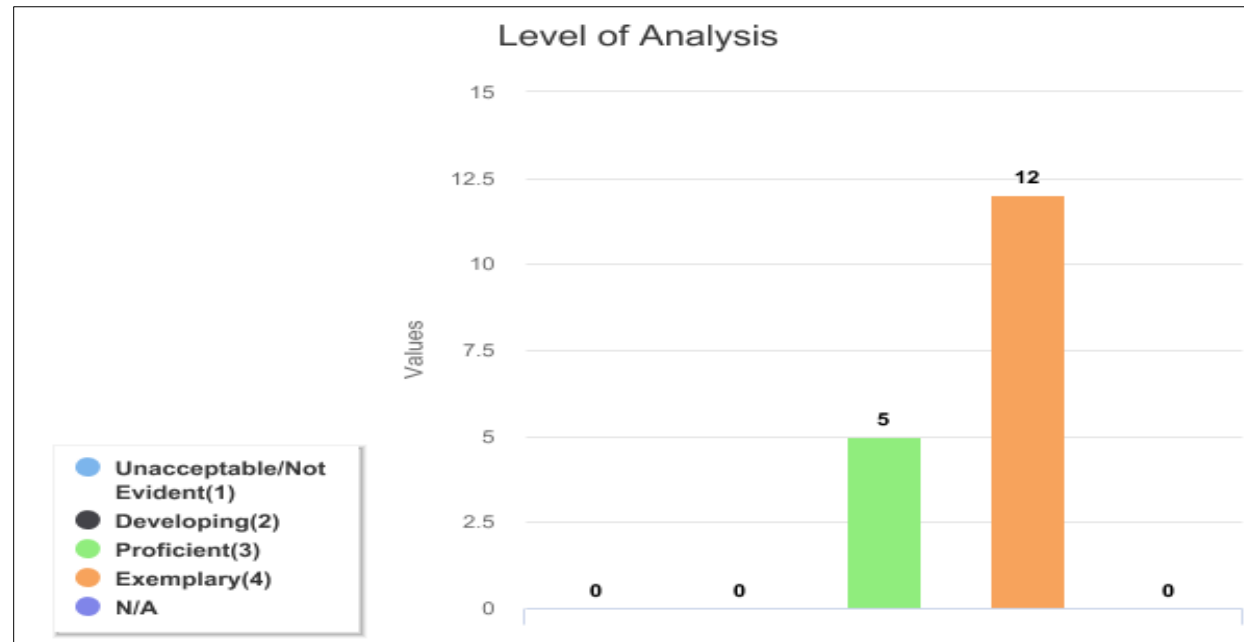
Support for teacher Growth



# EDSI 9942 SCORING RUBRIC

## LEVEL OF ANALYSIS

Response	Number of Responses	Percent
Unacceptable/Not Evident(1)	0	0%
Developing(2)	0	0%
Proficient(3)	5	29.41%
Exemplary(4)	12	70.59%
N/A	0	0%
No Response	0	
<b>Total Valid Responses:</b>	<b>17</b>	
<b>Mean:</b>	<b>3.71</b>	
<b>Median:</b>	<b>4.00</b>	
<b>Mode:</b>	<b>4.00</b>	
<b>Standard Deviation:</b>	<b>0.46</b>	



# SCHOOL IMPROVEMENT SUMMER 2018

PORTFOLIO – 11 RECIPIENTS

*AY 2018 - 2019*

## EDSI PROPOSAL RUBRIC

DATA UNAVAILABLE – RUBRIC HAS NOT BEEN SCORED

# EDSI 9933 SCORING RUBRIC

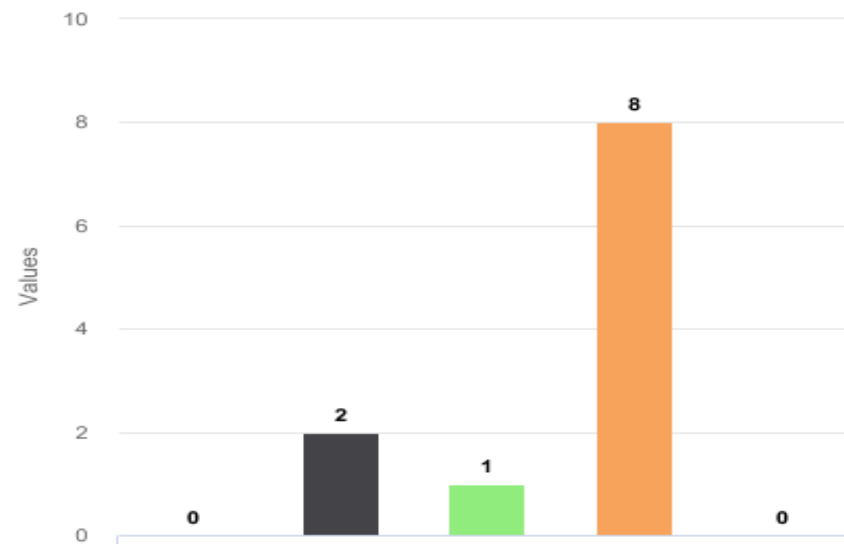
## PRESENTATION AND COHERENCE

## USE AND APPLICATION OF THE LITERATURE AND KNOWLEDGE BASE

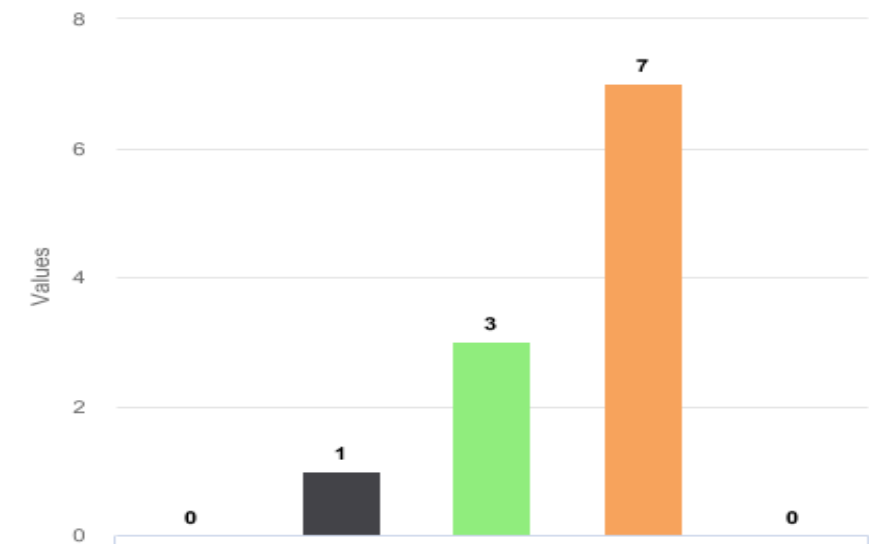
Response	Number of Responses	Percent
Unacceptable/Not Evident(1)	0	0%
Developing(2)	2	18.18%
Proficient(3)	1	9.09%
Exemplary(4)	8	72.73%
N/A	0	0%
No Response	0	
<b>Total Valid Responses:</b>	<b>11</b>	
<b>Mean:</b>	<b>3.55</b>	
<b>Median:</b>	<b>4.00</b>	
<b>Mode:</b>	<b>4.00</b>	
<b>Standard Deviation:</b>	<b>0.78</b>	

Response	Number of Responses	Percent
Unacceptable/Not Evident(1)	0	0%
Developing(2)	1	9.09%
Proficient(3)	3	27.27%
Exemplary(4)	7	63.64%
N/A	0	0%
No Response	0	
<b>Total Valid Responses:</b>	<b>11</b>	
<b>Mean:</b>	<b>3.55</b>	
<b>Median:</b>	<b>4.00</b>	
<b>Mode:</b>	<b>4.00</b>	
<b>Standard Deviation:</b>	<b>0.66</b>	

Presentation and Coherence



Use and Application of the Literature and Knowledge Bas...



# EDSI 9933 SCORING RUBRIC

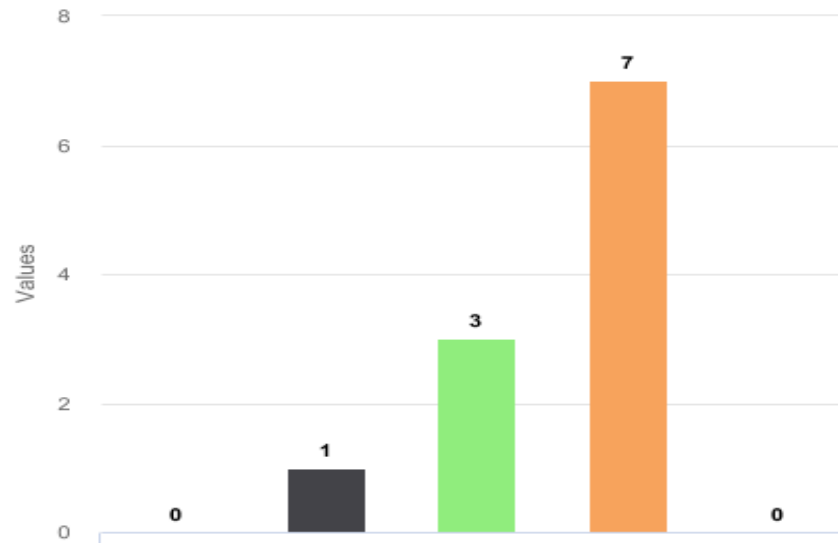
## EVIDENCE OF REFLECTION

## SUPPORT FOR TEACHER GROWTH

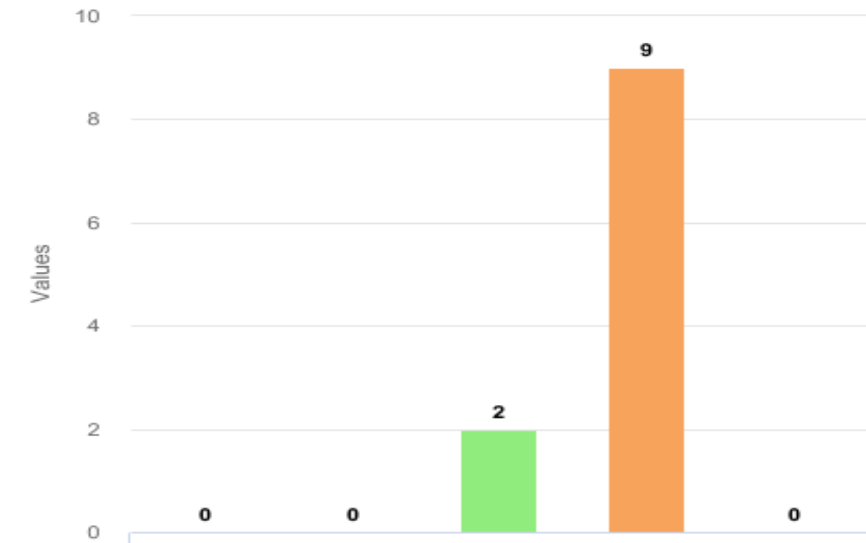
Response	Number of Responses	Percent
Unacceptable/Not Evident(1)	0	0%
Developing(2)	1	9.09%
Proficient(3)	3	27.27%
Exemplary(4)	7	63.64%
N/A	0	0%
No Response	0	
<b>Total Valid Responses:</b>	<b>11</b>	
<b>Mean:</b>	<b>3.55</b>	
<b>Median:</b>	<b>4.00</b>	
<b>Mode:</b>	<b>4.00</b>	
<b>Standard Deviation:</b>	<b>0.66</b>	

Response	Number of Responses	Percent
Unacceptable/Not Evident(1)	0	0%
Developing(2)	0	0%
Proficient(3)	2	18.18%
Exemplary(4)	9	81.82%
N/A	0	0%
No Response	0	
<b>Total Valid Responses:</b>	<b>11</b>	
<b>Mean:</b>	<b>3.82</b>	
<b>Median:</b>	<b>4.00</b>	
<b>Mode:</b>	<b>4.00</b>	
<b>Standard Deviation:</b>	<b>0.39</b>	

Evidence of Reflection:



Support for teacher Growth

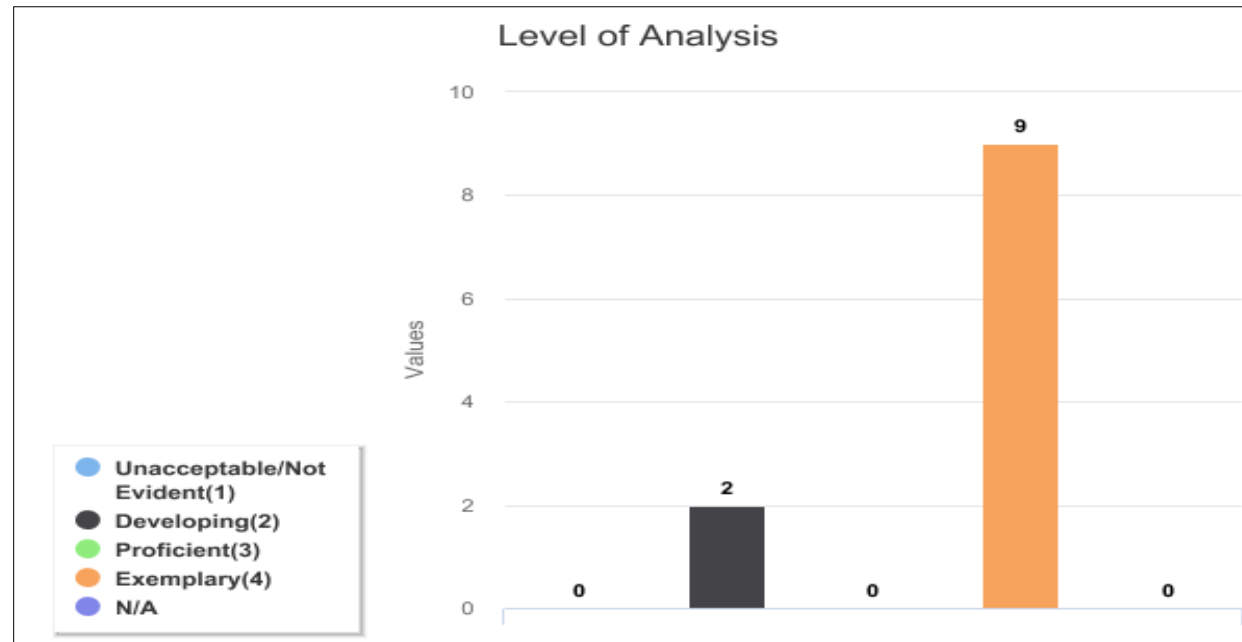




# EDSI 9933 SCORING RUBRIC

## LEVEL OF ANALYSIS

Response	Number of Responses	Percent
Unacceptable/Not Evident(1)	0	0%
Developing(2)	2	18.18%
Proficient(3)	0	0%
Exemplary(4)	9	81.82%
N/A	0	0%
No Response	0	
<b>Total Valid Responses:</b>	<b>11</b>	
<b>Mean:</b>	<b>3.64</b>	
<b>Median:</b>	<b>4.00</b>	
<b>Mode:</b>	<b>4.00</b>	
<b>Standard Deviation:</b>	<b>0.77</b>	

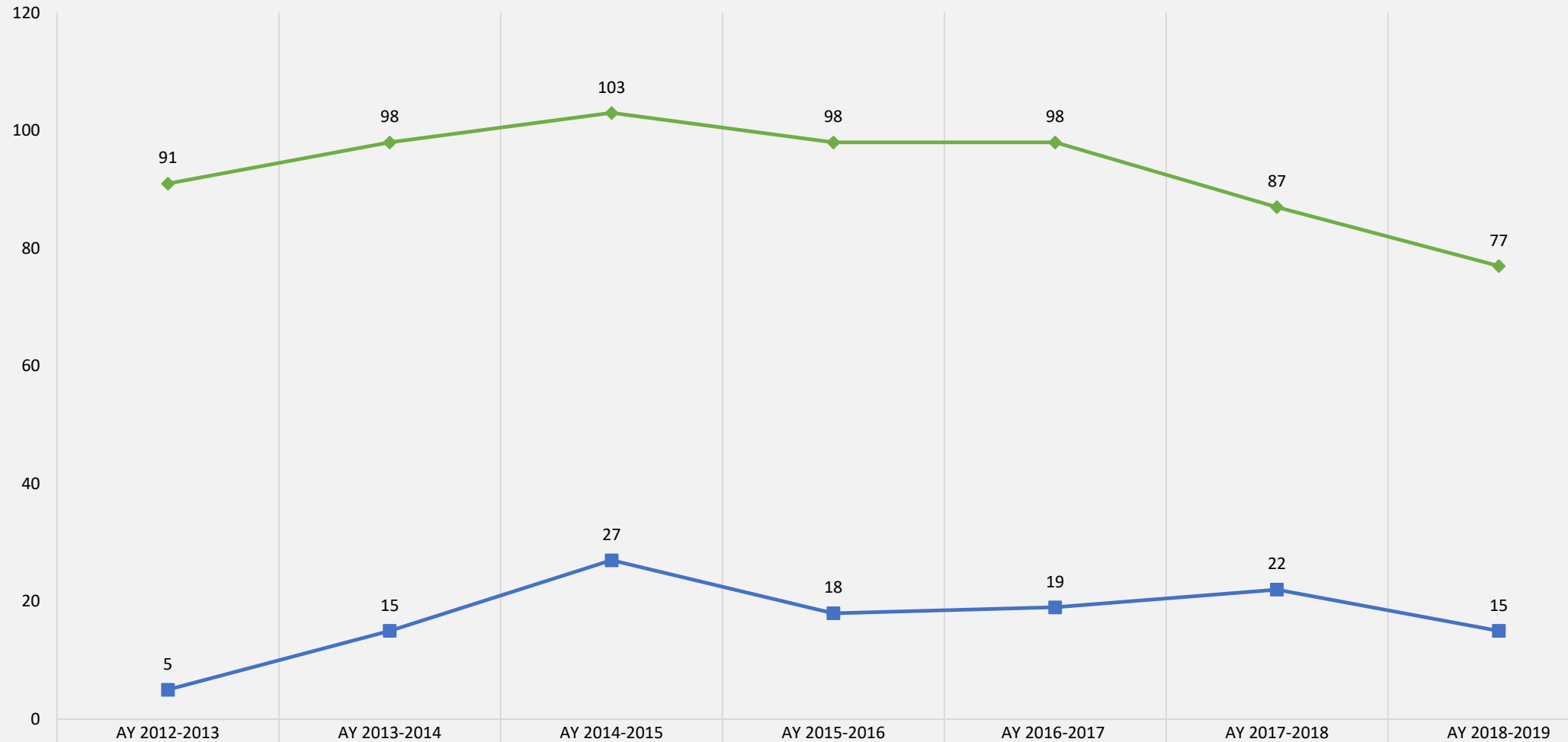


# EDSI 9942 SCORING RUBRIC

DATA UNAVAILABLE – RUBRIC HAS NOT BEEN SCORED

# ENROLLMENT AND GRADUATION

## ED.D. IN SCHOOL IMPROVEMENT ENROLLMENT AND GRADUATION DATA TRENDS



◆ ENROLLED  
■ GRADUATES

91

98

103

98

98

87

77

5

15

27

18

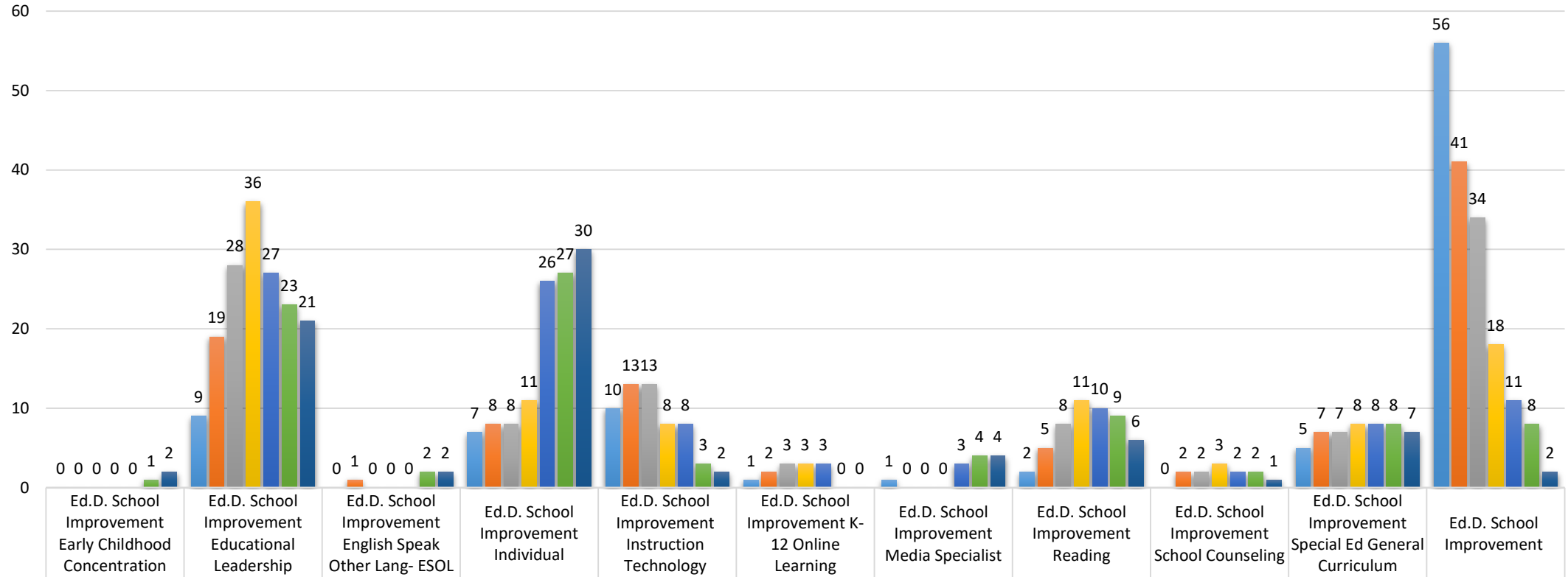
19

22

15

# ENROLLMENT

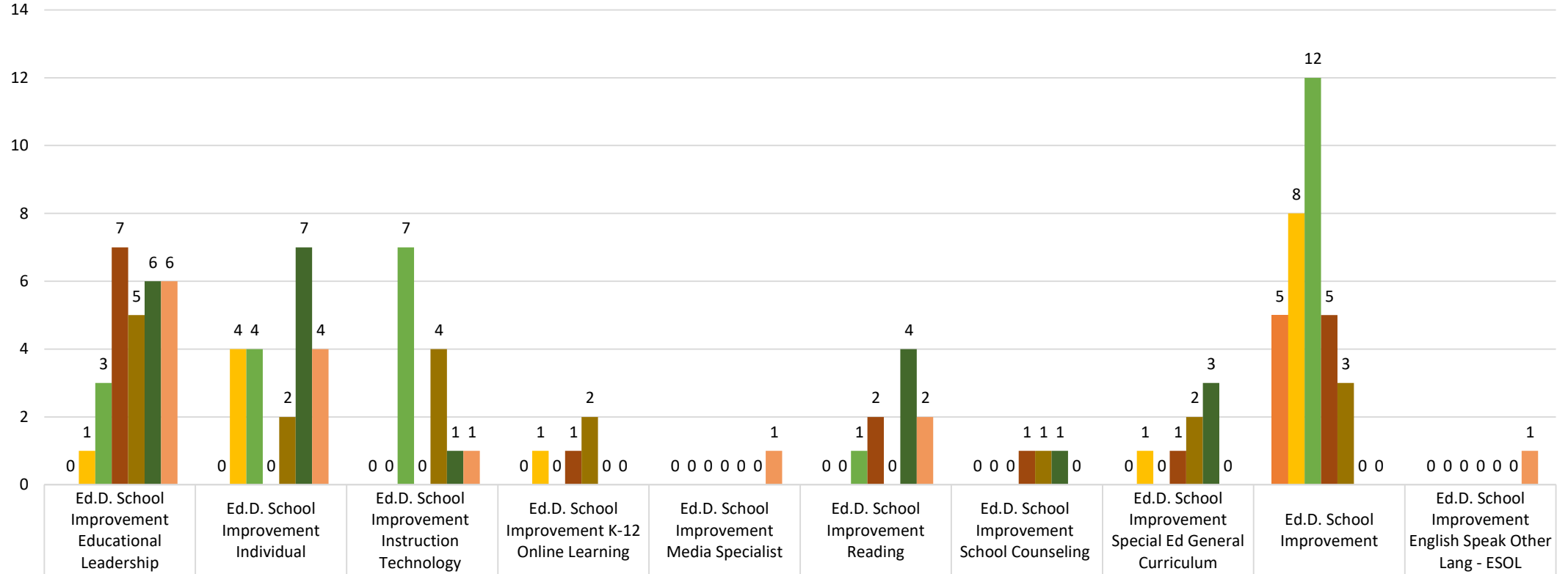
## ENROLLMENT TRENDS FOR Ed.D. IN SCHOOL IMPROVEMENT



	Ed.D. School Improvement Early Childhood Concentration	Ed.D. School Improvement Educational Leadership	Ed.D. School Improvement English Speak Other Lang- ESOL	Ed.D. School Improvement Individual	Ed.D. School Improvement Instruction Technology	Ed.D. School Improvement K-12 Online Learning	Ed.D. School Improvement Media Specialist	Ed.D. School Improvement Reading	Ed.D. School Improvement School Counseling	Ed.D. School Improvement Special Ed General Curriculum	Ed.D. School Improvement
AY 2012-2013	0	9	0	7	10	1	1	2	0	5	56
AY 2013-2014	0	19	1	8	13	2	0	5	2	7	41
AY 2014-2015	0	28	0	8	13	3	0	8	2	7	34
AY 2015-2016	0	36	0	11	8	3	0	11	3	8	18
AY 2016-2017	0	27	0	26	8	3	3	10	2	8	11
AY 2017-2018	1	23	2	27	3	0	4	9	2	8	8
AY 2018-2019	2	21	2	30	2	0	4	6	1	7	2

# GRADUATION

## GRADUATION TRENDS FOR Ed.D IN SCHOOL IMPROVEMENT

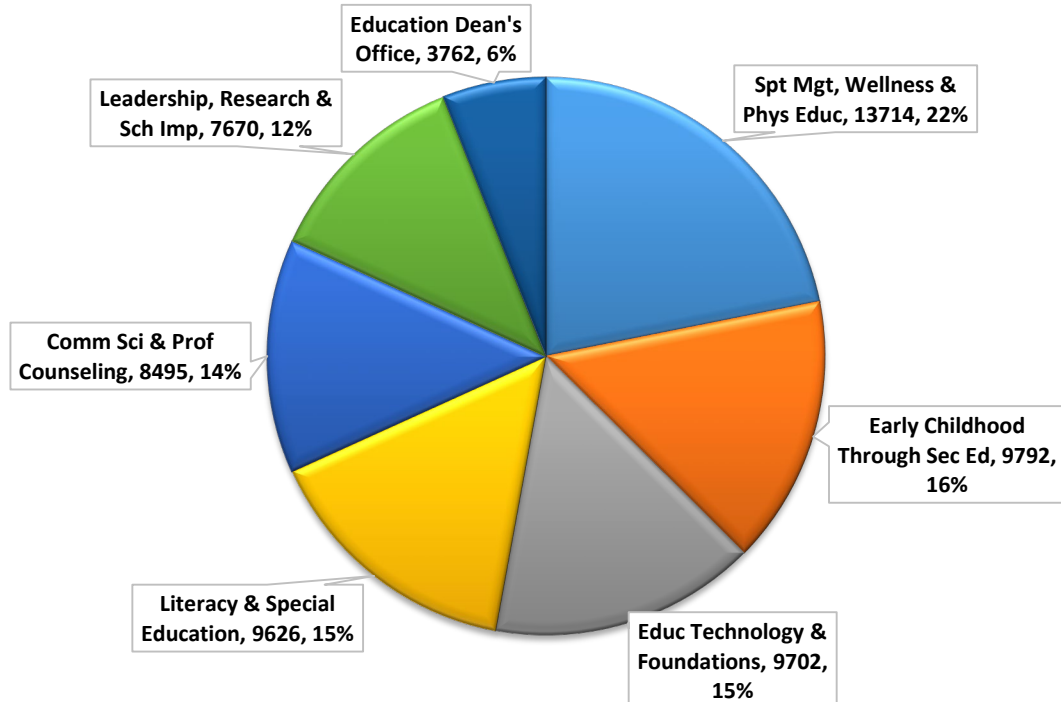


AY 2012-2013	0	0	0	0	0	0	0	0	5	0
AY 2013-2014	1	4	0	1	0	0	0	1	8	0
AY 2014-2015	3	4	7	0	0	1	0	0	12	0
AY 2015-2016	7	0	0	1	0	2	1	1	5	0
AY 2016-2017	5	2	4	2	0	0	1	2	3	0
AY 2017-2018	6	7	1	0	0	4	1	3	0	0
AY 2018-2019	6	4	1	0	1	2	0	0	0	1

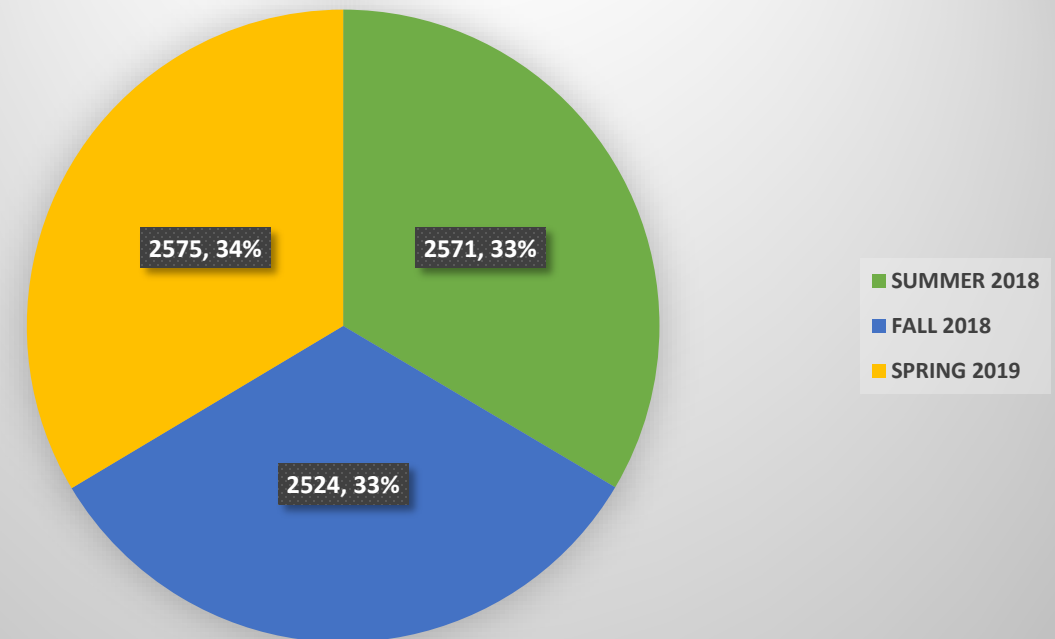
# CREDIT HOUR PRODUCTION

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	83%	549	556	570	97%	1668	515	530	97%	1545	1254	1325	3762
<b>Total by COLUMNS</b>	<b>4613</b>	<b>5817</b>		<b>13691</b>	<b>8784</b>	<b>10827</b>		<b>24627</b>	<b>8538</b>	<b>10023</b>		<b>24443</b>	<b>21935</b>	<b>26667</b>	<b>62761</b>

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



CREDIT HOUR PRODUCTION FOR LEADERSHIP, RESEARCH & SCHOOL IMPROVEMENT 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
EDLE	537	685	1611	502	680	1506	504	620	1512	1543	1985	4629
EDRS	221	248	663	201	240	603	249	315	747	671	803	2013
EDSI	122	196	297	166	219	415	130	165	316	418	580	1028
<b>TOTAL</b>	<b>880</b>	<b>1129</b>	<b>2571</b>	<b>869</b>	<b>1139</b>	<b>2524</b>	<b>883</b>	<b>1100</b>	<b>2575</b>	<b>2632</b>	<b>3368</b>	<b>7670</b>

TOTAL CREDIT HOUR PRODUCTION BY SUBJECT FOR AY 2018-2019

