

Through a Memorandum of Understanding, [partnering district; redacted for privacy] provides data to Coastal Carolina University (CCU) that CCU uses in their reporting for the national accreditation through Council for Accreditation of Educator Preparation (CAEP). The results contained in this report analyzes data from classrooms of teachers who graduated from CCU after the 2020-2021 school year. The data from the classrooms represents results from assessment data during the 2021-2022 school year. CCU requested that the data be analyzed comparing the results of the students in the classrooms of their 2020-2021 graduates to the district as a whole.

Early Childhood

DIBELS, Dynamic Indicators of Basic Early Literacy Skills, is given to students in grades K -2 three times a year. In 21-22, a total of 151 students in grades K – 2 were taught by CCU Early Childhood graduates and were assessed at the end of the year using DIBELS. The table below shows the results; 70.9% of students taught by 20-21 CCU Early Childhood graduates met or exceeded the benchmark, compared to 75.6% of students taught by non-CCU graduates:

DIBELS End of year Composite levels, Grades K-2										
	Well Below Benchmark		Below Benchmark		Benchmark		Above Benchmark		Total	
	N	%	N	%	N	%	N	%	N	%
Not taught by 20-21 CCU graduate	1382	15.2%	849	9.3%	2954	32.4%	3934	43.2%	9122	100%
Yes taught by 20-21 CCU graduate	20	13.3%	24	15.9%	64	42.4%	43	28.5%	151	100%

Elementary Education

Met MAP Growth targets

NWEA MAP is a vertically scaled computer adaptive test given three times a year to students in grades 1 to 9. NWEA MAP sets Spring projection goals for students based on their Fall MAP, also called Fall to Spring Growth Targets. In 21-22, there were 265 [partnering district] students taught in Math grades 3-6 taught by graduates of the CCU Elementary Education program. The table below shows the percentage of students who met their growth target and who did not meet their growth target; 53.9% of those taught by CCU Elementary Education completers met their target, compared to 59.7% of those taught by non-CCU completers.

Met MAP MATH Growth Targets grades 3-6						
	Met MATH Growth target		Did not meet MATH growth targets		Total	
	N	%	N	%	N	%
Not taught by 20-21 CCU graduate	7535	59.7%	5089	40.3%	12624	100%
Yes taught by 20-21 CCU graduate	141	53.2%	124	46.8%	265	100%

In 21-22, there were 140 [partnering district] students taught in ELA grades 3 – 6 taught by graduates of the CCU Elementary Education program. The table below shows the percentage of students who met their growth target and who did not meet their growth target; 59.3% of those taught by CCU-completers met their target compared to 57.0% of those taught by non-CCU completers:

Met MAP READING Growth Targets Grades 3-6						
	Met READING Growth target		Did not meet READING growth targets		Total	
	N	%	N	%	N	%
Not taught by 20-21 CCU graduate	7264	57.0%	5471	43%	12735	100%
Yes taught by 20-21 CCU graduate	83	59.3%	57	40.7%	140	100%

SCREADY

Students in grades 3 – 8 take SCREADY. This test assesses mastery of South Carolina College- and Career-Ready standards in ELA and Math during the last 20 days of the school year. Students’ scores fall into following Performance Levels: does not meet expectation, approaches expectations, meets expectations and exceeds expectations.

Grades 3 -5

Fifty-five percent (55.1%) of students taught by 20-21 CCU Graduates met their grade level expectations in ELA, compared to 53.4% of students taught by non-CCU graduates. Additionally, 43.7% met or exceeded their grade level expectations in MATH, compared to 50.6% of students taught by non-CCU graduates.

SCREADY ELA Performance Levels, grades 3-6										
	Does not Meet Expectation		Approaches Expectations		Meets Expectations		Exceeds Expectations		Total	
	N	%	N	%	N	%	N	%	N	%
Not taught by 20-21 CCU graduate	2812	20.7%	3533	26.0%	3606	26.5%	3664	26.9%	13615	100%
Yes taught by 20-21 CCU graduate	20	11.5%	58	33.3%	42	24.1%	54	31.0%	174	100%

SCREADY MATH Performance Levels. Grades 3 -6										
	Does not Meet Expectation		Approaches Expectations		Meets Expectations		Exceeds Expectations		Total	
	N	%	N	%	N	%	N	%	N	%
Not taught by 20-21 CCU graduate	3199	23.7%	3478	25.8%	3358	24.9%	3467	25.7%	13502	100%
Yes taught by 20-21 CCU graduate	61	21.5%	99	34.9%	69	24.3%	55	19.4%	284	100%

Middle Level Education

Met MAP Growth targets

In 21-22, there were 174 students taught in ELA grades 6-8 taught by graduates of the CCU Middle School program. The table below shows the percentage of students who met their growth target and who did not meet their growth target. Of those taught by CCU completers, 52.3% met their Math growth targets, compared to 53.2% of those taught by non-CCU completers:

Met MAP MATH Growth Targets, grades 6-8						
	Met MATH Growth target		Did not meet MATH growth targets		Total	
	N	%	N	%	N	%
Not taught by 20-21 CCU graduate	5284	53.2%	4645	46.8%	9929	100%
Yes taught by 20-21 CCU graduate	91	52.3%	83	47.7%	174	100%

SCREADY

Students in grades 3 – 8 take SCREADY. This test assesses mastery of South Carolina College- and Career-Ready standards in ELA and Math during the last 20 days of the school year. Students' scores fall into following Performance Levels: does not meet expectation, approaches expectations, meets expectations and exceeds expectations.

Grades 6-8

Fifty-three percent (53.1%) of students taught by 20-21 CCU Graduates met or exceeded their grade level expectations in Math, compared to 39.8% of students taught by non-CCU graduates.

SCREADY MATH Performance Levels, Grade 6-8										
	Does not Meet Expectation		Approaches Expectations		Meets Expectations		Exceeds Expectations		Total	
	N	%	N	%	N	%	N	%	N	%
Not taught by 20-21 CCU graduate	3258	30.0	3284	30.2%	1982	18.2%	2352	21.6%	10876	100%
Yes taught by 20-21 CCU graduate	30	16.8%	54	30.2%	42	23.5%	53	29.6%	179	100%

Secondary English, Mathematics, Science, Social Studies, Special Education and Physical Education

There was not a large enough pool of 20-21 CCU graduates in these programs complete an analysis.