

Through a Memorandum of Understanding, Partner District 1 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 analyze data from classrooms of teachers who graduated from CCU after the 2019-20 school year. The data from the classrooms represents results from assessment data during the 2020-21 school year. CCU requested that the data be analyzed comparing the results of the students in the classrooms of their 2019-20 graduates be compared 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 20-21, a total of 183 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.

Thirty five percent (35.25 %) of students in classes instructed by CCU Early Childhood Graduates earned an above Benchmark composite score on the End of Year DIBELS 2020-2021 compared to 38.55% of students taught by a teacher other than a 19-20 CCU Graduate; the difference between these percentages is not statistically significant ( $p=0.182$ ).

DIBELS End of year Composite levels										
	Well Below Benchmark		Below Benchmark		Benchmark		Above Benchmark		Total	
	N	%	N	%	N	%	N	%	N	%
Not taught by 19-20 CCU graduate	1451	17.05%	945	11.10%	2835	33.31%	3281	38.55%	8512	100%
Yes taught by 19-20 CCU graduate	39	21.31%	23	12.57%	56	30.60%	65	35.25%	183	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 Goals. Of the 60 students taught by a 19-20 CCU Graduates with a fall and spring RIT score, 71.67% met the projected MAP Fall to Spring growth goals, compared to 73.95% of the 4663 students taught by a teacher other than a 19-20 CCU Graduate; the difference between these percentages is not statistically significant ( $p=0.345$ ).

Met MAP Growth Targets						
	Met Growth target		Did not meet growth targets		Total	
	N	%	N	%	N	%
Not taught by 19-20 CCU graduate	4663	73.95%	1643	26.05%	6306	100%
Yes taught by 19-20 CCU graduate	43	71.67%	17	28.33%	60	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 the following Performance Levels: does not meet expectation, approaches expectations, meets expectations and exceeds expectations. Students also receive a separate vertically aligned scale score for ELA and Mathematics. Due to the small sample size of CCU 19-20 Graduates, a comparison of the vertical scale score for District students taught by 19-20 CCU Graduates and all other students cannot be completed.

Forty six percent (46.67%) of students taught by 19-20 CCU Graduates met their grade level expectations.

SCREADY Performance Levels										
	Does not Meet Expectation		Approaches Expectations		Meets Expectations		Exceeds Expectations		Total	
	N	%	N	%	N	%	N	%	N	%
Not taught by 19-20 CCU graduate	2130	24.08%	2366	26.75%	2374	26.84%	1976	22.34%	8846	100%
Yes taught by 19-20 CCU graduate	16	21.33%	24	32.00%	24	32.00%	11	14.67%	75	100%

## Science

There was only one 19-20 CCU graduate in Science education who taught a course with an End of Course Exam, so no analysis can be completed.

## Social Studies, Middle level and Physical Education

There was not a large enough pool of 19-20 CCU graduates in these programs to complete an analysis.

## Special Education

Of the 168 students taught by a 19-20 CCU Graduate with a fall and spring RIT score, 42.86% met the projected MAP Math Fall to Spring growth goals and 30.36% met the projected MAP Reading Fall to Spring growth goals. The difference in percentages for mathematics was not significant ( $z=1.502$ ,  $p=0.134$ ); however, the difference in reading percentages was significant ( $z=4.50$ ,  $p<0.0001$ ).

Met MAP MATH Growth Targets						
	Met MAP Growth target		Did not meet MATH growth targets		Total	
	N	%	N	%	N	%
Not taught by 19-20 CCU graduate	4126	48.71%	4345	51.29%	8471	100%
Yes taught by 19-20 CCU graduate	72	42.86%	96	57.14%	168	100%

Met MAP Reading Growth Targets						
	Met MAP Reading Growth target		Did not meet MAP Reading growth targets		Total	
	N	%	N	%	N	%

Not taught by 19-20 CCU graduate	4028	47.86%	4388	52.14%	8416	100%
Yes taught by 19-20 CCU graduate	51	30.36%	117	69.64%	168	100%

Of the students taught by a 19-20 CCU Graduates who took an SC READY test, only a small percentage met or exceed expectation on SCREADY. This is to be expected.

SCREADY ELA Performance Levels										
	Does not Meet Expectation		Approaches Expectations		Meets Expectations		Exceeds Expectations		Total	
	N	%	N	%	N	%	N	%	N	%
Not taught by 19-20 CCU graduate	2135	23.46%	2515	27.64%	2473	27.18%	1977	21.73%	9100	100%
Yes taught by 19-20 CCU graduate	211	72.01%	69	23.55%	11	3.75%	2	0.68%	293	100%

SCREADY MATH Performance Levels										
	Does not Meet Expectation		Approaches Expectations		Meets Expectations		Exceeds Expectations		Total	
	N	%	N	%	N	%	N	%	N	%
Not taught by 19-20 CCU graduate	2652	29.33%	2754	30.45%	1769	19.56%	1868	20.66%	9043	100%
Yes taught by 19-20 CCU graduate	229	77.89%	56	19.05%	6	2.04%	3	1.02%	294	100%