Coastal Carolina University Spadoni College of Education
2016-2017 Positive Impact on Student Learning Report of In-service SCOE Completers Employed as Teachers of Record in Horry, Georgetown and Marion County School Districts

In spring of 2017, representatives from the Spadoni College of Education (SCOE) approached three local education agencies for data sharing agreements related to value-added measures, student learning outcome data and student achievement data from AY 2016-2017. Two data sharing agreements were signed. The goal of this effort was to measure SCOE program completers’ degree of contribution to P-12 student growth as evidenced by impact on student achievement and development. The districts were Horry County Schools (HCS), Marion County Schools (MCS) and Georgetown County Schools (GCS), each located in the Myrtle Beach area. Each district hires graduates from the SCOE annually, however Horry County Schools is the largest employer of SCOE completers to date. The SCOE representatives provided a list of 2015-2016 teacher education completers, by program, and the districts matched the names of the graduates to the grade level and subject assigned in a public school, if the graduate was hired to serve as a teacher-of-record for the 2016-2017 academic year. Every graduate was not assigned to a grade and/or subject with a value-added measure. However, every teacher-of-record in a public school in the state of South Carolina is responsible for student learning outcome data and analysis, and in additional to that, every public-school teacher with less than 3 years of teaching experience is part of the formal induction process and is subject to a formal observation and evaluation by a mentor teacher and site building principal or designee. The formal observation and evaluation, called EXPANDED ADEPT, offers a rich and detailed view of the induction teacher’s performance, with some indication of positive impact. Four hundred thirty-nine names of recent graduates were shared with the three LEAs, 301 were employed by Horry County Schools, and 35 were employed by the Georgetown County School District. Of those hired in Horry County, 19 were promoted, and 55 were employed but not retained in the position for which they were hired. The Horry County School District shared Measures of Academic Progress (MAP) results for Reading, Language Arts and Math, and Dynamic Indicators of Basic Early Literacy Skills (DIBELS). The results of the data from Horry County Schools are provided below (pages 2 -15). When fewer than 5 HCS students were tested, scores were not shared with the IHE. MAP tests are interim assessments administered in the form of computerized adaptive test. MAP tests are constructed to measure student achievement from K to 12 in math, reading, language usage and science, and aligned to the South Carolina State Standards. Pages 16 – 19 detail SLO data from Marion County.

Table 1: SCOE Employment Trends

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<tr>
<th>Local Education Agency</th>
<th>Number of Completers Hired</th>
<th>Number of Completers Promoted</th>
<th>Number of Completers Retained</th>
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<td>Georgetown County Schools</td>
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Measures of Academic Progress (MAP) (Horry County)

from the Desk of Kelly Jackson Charles, PhD, Director of Program Evaluation and Accreditation 03.27.2018
Special Education AY 2016-2017
Nineteen learners with exceptional learning needs were assigned to Special Education program completers and were assessed using the MAP Language Arts assessment. Nine met the projected growth target during the spring administration of the test, while 10 did not meet expected growth.

Table 2: Special Education MAP Language Arts Results (HCS)

<table>
<thead>
<tr>
<th>2016 Fall MAP Language Percentile</th>
<th>2016 Fall MAP Language RIT (Rasch Unit range from 100 to 350)</th>
<th>2017 Winter MAP Language RIT</th>
<th>2017 Spring MAP Language Percentile</th>
<th>2017 Spring MAP Language RIT</th>
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<th>2017 Spring MAP Language Fall to Spring Observed Growth</th>
<th>2017 Spring MAP Language &gt; Fall to Spring &gt; Met Projected Growth</th>
<th>2017 Spring MAP Language Fall to Spring Growth Standard Error</th>
<th>2017 Spring MAP Language Fall to Spring Conditional Growth Index</th>
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Nineteen learners with exceptional learning needs were assigned to completers and were assessed using the MAP Reading Assessment in AY 2016-2017. Of the 19, seven met the projected growth target during the spring 2017 administration of the test, while 12 did not meet expected growth.

from the Desk of Kelly Jackson Charles, PhD, Director of Program Evaluation and Accreditation 03.27.2018
Table 3: Special Education MAP Reading Results (HCS)

| 2016 Fall MAP Reading > Percentile | 2016 Fall MAP Reading > RIT | 2017 Winter MAP Reading > Percentile | 2017 Winter MAP Reading > RIT | 2017 Spring MAP Reading > Percentile | 2017 Spring MAP Reading > RIT | 2017 Spring MAP Reading > Fall to Spring > Projected Growth | 2017 Spring MAP Reading > Fall to Spring > Observed Growth | 2017 Spring MAP Reading > Fall to Spring > Met Projected Growth | 2017 Spring MAP Reading > Fall to Spring > Observed Growth | 2017 Spring MAP Reading > Fall to Spring > Conditional Growth Standard Error | 2017 Spring MAP Reading > Fall to Spring > Conditional Growth Percentile | 2017 Spring MAP Reading > Fall to Spring > Conditional Growth Index |
|-----------------------------------|-----------------------------|--------------------------------------|-----------------------------|--------------------------------------|-----------------------------|--------------------------------------------------------|--------------------------------------------------------|--------------------------------------------------------|--------------------------------------------------------|--------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|
| 14                               | 195                         | 1                                   | 181                         | 7                                   | 194                         | 7                                                     | -1                                                     | No                                                     | 4.74                                                   | 13                                                      | -1.14                                                   | 13                                                      | -1.14                                                   |
| 4                                | 184                         | 1                                   | 182                         | 3                                   | 188                         | 8                                                     | 4                                                     | No                                                     | 4.67                                                   | 26                                                      | -0.64                                                   | 26                                                      | -0.64                                                   |
| 16                               | 196                         | 18                                 | 201                         | 9                                   | 196                         | 7                                                     | 0                                                     | No                                                     | 4.6                                                    | 16                                                      | -0.98                                                   | 16                                                      | -0.98                                                   |
| 11                               | 193                         | 16                                 | 200                         | 2                                   | 187                         | 7                                                     | -6                                                    | No                                                     | 4.6                                                    | 3                                                       | -1.92                                                   | 3                                                       | -1.92                                                   |
| 4                                | 185                         | 12                                 | 197                         | 2                                   | 184                         | 8                                                     | -1                                                    | No                                                     | 4.67                                                   | 9                                                       | -1.34                                                   | 9                                                       | -1.34                                                   |
| 1                                | 174                         | 1                                  | 180                         | 1                                   | 181                         | 10                                                    | 7                                                     | No                                                     | 4.88                                                   | 33                                                      | -0.43                                                   | 33                                                      | -0.43                                                   |
| 2                                | 180                         | 2                                  | 185                         | 2                                   | 185                         | 9                                                     | 5                                                     | No                                                     | 4.67                                                   | 28                                                      | -0.57                                                   | 28                                                      | -0.57                                                   |
| 1                                | 155                         | 1                                  | 161                         | 1                                   | 162                         | 13                                                    | 7                                                     | No                                                     | 4.88                                                   | 21                                                      | -0.82                                                   | 21                                                      | -0.82                                                   |
| 31                               | 167                         | 19                                 | 171                         | 33                                 | 182                         | 15                                                    | 15                                                    | Yes                                                    | 4.81                                                   | 49                                                      | -0.03                                                   | 49                                                      | -0.03                                                   |
| 18                               | 174                         | 11                                 | 177                         | 22                                 | 187                         | 13                                                    | 13                                                    | Yes                                                    | 4.74                                                   | 52                                                      | 0.05                                                    | 52                                                      | 0.05                                                    |
| 9                                | 167                         | 14                                 | 179                         | 14                                 | 182                         | 14                                                    | 15                                                    | Yes                                                    | 4.74                                                   | 57                                                      | 0.17                                                    | 57                                                      | 0.17                                                    |
| 3                                | 159                         | 5                                  | 171                         | 10                                 | 179                         | 15                                                    | 20                                                    | Yes                                                    | 4.81                                                   | 75                                                      | 0.67                                                    | 75                                                      | 0.67                                                    |
| 3                                | 159                         | 6                                  | 172                         | 22                                 | 187                         | 15                                                    | 28                                                    | Yes                                                    | 4.81                                                   | 96                                                      | 1.78                                                    | 96                                                      | 1.78                                                    |
| 11                               | 169                         | 11                                 | 177                         | 17                                 | 184                         | 13                                                    | 15                                                    | Yes                                                    | 4.81                                                   | 59                                                      | 0.22                                                    | 59                                                      | 0.22                                                    |
| 14                               | 171                         | 31                                 | 188                         | 12                                 | 181                         | 13                                                    | 10                                                    | No                                                     | 4.67                                                   | 33                                                      | -0.44                                                   | 33                                                      | -0.44                                                   |
| 14                               | 195                         | 24                                 | 204                         | 5                                  | 192                         | 7                                                     | -3                                                    | No                                                     | 4.67                                                   | 8                                                       | -1.44                                                   | 8                                                       | -1.44                                                   |
| 1                                | 156                         | 1                                  | 155                         | 1                                   | 162                         | 13                                                    | 6                                                     | No                                                     | 4.95                                                   | 17                                                      | -0.94                                                   | 17                                                      | -0.94                                                   |
| 14                               | 195                         | 4                                  | 189                         | 7                                   | 194                         | 7                                                     | -1                                                    | No                                                     | 4.74                                                   | 13                                                      | -1.14                                                   | 13                                                      | -1.14                                                   |
| 1                                | 165                         | 1                                  | 170                         | 1                                   | 180                         | 11                                                    | 15                                                    | Yes                                                    | 4.74                                                   | 71                                                      | 0.57                                                    | 71                                                      | 0.57                                                    |

Middle Level Education

One hundred sixty-three learners in middle grades were assigned to CCU completers and assessed using the MAP Reading Assessment in AY 2016-2017. MAP projected growth norms provide learners’ expected gain across testing seasons: fall, winter and spring. Of 163 test takers in middle level from the Desk of Kelly Jackson Charles, PhD, Director of Program Evaluation and Accreditation 03.27.2018
classrooms, ninety-nine met the projected growth target during the spring 2017 administration of the test, as presented in Table 4 below, and 64 did not meet expected growth.

Table 4: 2017 Spring MAP Reading Projected Growth Results (HCS)

<table>
<thead>
<tr>
<th>MAP Subject Test</th>
<th>Grade</th>
<th>N</th>
<th>Met Projected Growth</th>
<th>Did Not Meet Projected Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>6-8</td>
<td>163</td>
<td>99 (61%)</td>
<td>64 (39%)</td>
</tr>
</tbody>
</table>

One hundred forty-nine learners in middle grades were assigned to CCU graduates and assessed using the MAP Math Assessment in AY 2016-2017. Of 163 test takers in middle level classrooms, as detailed in Table 5 below, 87 met the projected growth target during the spring 2017 administration of the test, and 61 did not meet expected growth.

Table 5: 2017 Spring MAP Math Projected Growth Results (HCS)

<table>
<thead>
<tr>
<th>MAP Subject Test</th>
<th>Grade</th>
<th>N</th>
<th>Met Projected Growth</th>
<th>Did Not Meet Projected Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>6-8</td>
<td>149</td>
<td>87 (58%)</td>
<td>61 (41%)</td>
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</table>

One hundred sixty-three learners in middle grades were assigned to CCU completers and assessed using the MAP Language Arts Assessment in AY 2016-2017. Table 6 below shows of 163 test takers in middle level classrooms, 111 met the projected growth target during the spring 2017 administration of the test, and 52 did not meet expected growth.

Table 6: 2017 Spring MAP Language Projected Growth Results (HCS)

<table>
<thead>
<tr>
<th>MAP Subject Test</th>
<th>Grade</th>
<th>N</th>
<th>Met Projected Growth</th>
<th>Did Not Meet Projected Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>6-8</td>
<td>163</td>
<td>111 (68%)</td>
<td>52 (32%)</td>
</tr>
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Early Childhood Education

Twenty-seven learners enrolled in early childhood education classrooms were assigned to CCU completers and were assessed using the MAP Math Assessment in AY 2016-2017. Of the 27, 11 (41%) met the projected growth target in math during the spring 2017 administration of the test, and 16 (59%) did not meet expected growth, as shown in Table 7 here.

from the Desk of Kelly Jackson Charles, PhD, Director of Program Evaluation and Accreditation 03.27.2018
<table>
<thead>
<tr>
<th>2016 Fall MAP Math Percentile</th>
<th>2016 Fall MAP Math RIT</th>
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<th>2017 Winter MAP Math RIT</th>
<th>2017 Spring MAP Math Percentile</th>
<th>2017 Spring MAP Math RIT</th>
<th>2017 Spring MAP Math Fall to Spring Projected Growth</th>
<th>2017 Spring MAP Math Fall to Spring Observed Growth</th>
<th>2017 Spring MAP Math Fall to Spring Met Projected Growth</th>
<th>2017 Spring MAP Math Fall to Spring Observed Growth Standard Error</th>
<th>2017 Spring MAP Math Fall to Spring Conditional Growth Percentile</th>
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</table>
Twenty-two learners enrolled in early childhood education classrooms were assigned to CCU teacher education graduates and were assessed using the MAP Language Arts Assessment in AY 2016-2017. Of the 22 test takers, 11 (50%) met the projected growth target during the spring 2017 administration of the test, and 11 (50%) did not meet expected growth, as shown in Table 8 here.

**Table 8: Early Childhood Education MAP Language Arts Results (HCS)**

<table>
<thead>
<tr>
<th>2016 Fall MAP Language Percentile</th>
<th>2016 Fall MAP Language RIT</th>
<th>2017 Winter MAP Language Percentile</th>
<th>2017 Winter MAP Language RIT</th>
<th>2017 Spring MAP Language Percentile</th>
<th>2017 Spring MAP Language RIT</th>
<th>2017 Spring MAP Language Fall to Spring Projected Growth</th>
<th>2017 Spring MAP Language Fall to Spring Observed Growth</th>
<th>2017 Spring MAP Language Fall to Spring Projected Growth Standard Error</th>
<th>2017 Spring MAP Language Fall to Spring Met Projected Growth</th>
<th>2017 Spring MAP Language Fall to Spring Conditional Growth Percentile</th>
<th>2017 Spring MAP Language Fall to Spring Conditional Growth Index</th>
</tr>
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<tr>
<td>29</td>
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</tbody>
</table>
Twenty-three learners enrolled in early childhood education classrooms were assigned to CCU teacher education graduates and were assessed using the MAP Reading Assessment in AY 2016-2017. Eight (35%) met the projected growth target during the spring test, and 15 (65%) did not.

Table 9: Early Childhood Education MAP Reading Results (HCS)

<table>
<thead>
<tr>
<th>2016 Fall MAP Reading Percentile</th>
<th>2016 Fall MAP Reading RIT</th>
<th>2017 Winter MAP Reading Percentile</th>
<th>2017 Winter MAP Reading RIT</th>
<th>2017 Spring MAP Reading Percentile</th>
<th>2017 Spring MAP Reading RIT</th>
<th>2017 Spring MAP Reading Fall to Spring Projected Growth</th>
<th>2017 Spring MAP Reading Fall to Spring Observed Growth</th>
<th>2017 Spring MAP Reading Fall to Spring Met Projected Growth</th>
<th>2017 Spring MAP Reading Fall to Spring Conditional Growth Percentile</th>
<th>2017 Spring MAP Reading Fall to Spring Conditional Growth Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
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<td>28</td>
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<tr>
<td>49</td>
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<td>4.74</td>
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</tbody>
</table>

from the Desk of Kelly Jackson Charles, PhD, Director of Program Evaluation and Accreditation 03.27.2018
Elementary Education

One hundred-four learners enrolled in elementary education classrooms were assigned to CCU teacher education graduates and were assessed using the MAP Math Assessment during AY 2016-2017. Of the 104 test takers, 63 met the projected growth target during the spring 2017 administration of the test, and 41 did not meet expected growth, as shown in Table 10 here.

Table 10: 2017 Spring MAP Math Projected Growth Results (HCS)

<table>
<thead>
<tr>
<th>MAP Subject Test</th>
<th>Grade</th>
<th>N</th>
<th>Met Projected Growth</th>
<th>Did Not Meet Projected Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>1-5</td>
<td>104</td>
<td>63 (61%)</td>
<td>41 (39%)</td>
</tr>
</tbody>
</table>

One hundred-seventeen learners enrolled in elementary education classrooms were assigned to CCU teacher education completers and were assessed using the MAP Language Arts Assessment during AY 2016-2017. Of the 117 test takers, 69 met the projected growth target during the spring 2017 administration of the test, and 48 did not meet expected growth, as shown in Table 11 below.

Table 11: 2017 Spring MAP Language Arts Projected Growth Results (HCS)

<table>
<thead>
<tr>
<th>MAP Subject Test</th>
<th>Grade</th>
<th>N</th>
<th>Met Projected Growth</th>
<th>Did Not</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

from the Desk of Kelly Jackson Charles, PhD, Director of Program Evaluation and Accreditation 03.27.2018
One hundred-seventeen learners enrolled in elementary education classrooms were assigned to CCU teacher education graduates and were assessed using the MAP Reading Assessment during AY 2016-2017. Of the 117 test takers, 78 met the projected growth target during the spring 2017 administration of the test, and 39 did not meet expected growth, as shown in Table 12 below.

Table 12: 2017 Spring MAP Reading Projected Growth Results (HCS)

<table>
<thead>
<tr>
<th>MAP Subject Test</th>
<th>Grade</th>
<th>N</th>
<th>Met Projected Growth</th>
<th>Did Not Meet Growth</th>
<th>Projected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>1-5</td>
<td>117</td>
<td>78 (67%)</td>
<td>39 (33%)</td>
<td></td>
</tr>
</tbody>
</table>

Comparison between SCOE Completer Students’ Progress and All Student Achievement (Horry County)

The South Carolina Department of Education provides an index that can predict how accurately the MAP scores can predict a student’s proficiency status on the SC READY test. The predictive validity index for MAP reading scores can consistently classify students’ proficiency (Level 3 or higher) status on SC READY ELA test 84-86% of the time and MAP math scores can consistently classify students on SC READY math test 86-89% of the time. The SCDOE suggest that both MAP reading and math tests are predictors of the students’ proficiency status on the SC READY tests. Horry County SC READY test results are offered below.

Table 13: Horry County School Early Childhood SC READY Results

<table>
<thead>
<tr>
<th>MAP Subject Test</th>
<th>Grade</th>
<th>N</th>
<th>Met Projected Growth</th>
<th>Did Not Meet Growth</th>
<th>Projected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>1-5</td>
<td>117</td>
<td>78 (67%)</td>
<td>39 (33%)</td>
<td></td>
</tr>
</tbody>
</table>
Of 27 test-takers enrolled in SCOE completers’ classrooms, 11 (41%) met the projected growth target on MAPS during the spring 2017 administration of the math test, and 16 (59%) did not meet expected growth. The discrepancy between the MAPS test and the SC READY test results, as shown in Table 13 above, represents a difference of 44% in student achievement between SCOE completers’ pupils and the Horry County School results for all test-takers in third grade.

Of 23 test-takers enrolled in SCOE completers’ classrooms, 8 (35%) met the projected growth target on MAPS during the spring 2017 administration of the reading test, and 16 (65%) did not meet expected growth. The discrepancy between the MAPS test and the SC READY test results represents a difference of 48.2% in student achievement between SCOE completers’ pupils and the Horry County School results for all test-takers in third grade.

Table 14: Horry County School Middle Grades Education SC READY Results

<table>
<thead>
<tr>
<th>HCS SC READY 2016</th>
<th>Number of Students Tested</th>
<th>% Does Not Meet</th>
<th>% Approaches</th>
<th>% Meets</th>
<th>% Exceeds</th>
<th>Approaches/Meets/Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 6 ELA</td>
<td>3183</td>
<td>17.2</td>
<td>36.2</td>
<td>30.3</td>
<td>16.4</td>
<td>82.8</td>
</tr>
<tr>
<td>Grade 6 Math</td>
<td>3195</td>
<td>17.0</td>
<td>29.7</td>
<td>25.7</td>
<td>27.6</td>
<td>83.0</td>
</tr>
<tr>
<td>Grade 7 ELA</td>
<td>3149</td>
<td>17.1</td>
<td>33.0</td>
<td>31.8</td>
<td>18.0</td>
<td>82.9</td>
</tr>
<tr>
<td>Grade 7 Math</td>
<td>3156</td>
<td>17.7</td>
<td>37.1</td>
<td>23.5</td>
<td>21.7</td>
<td>82.3</td>
</tr>
<tr>
<td>Grade 8 ELA</td>
<td>3192</td>
<td>19.6</td>
<td>30.3</td>
<td>32.5</td>
<td>17.6</td>
<td>80.4</td>
</tr>
<tr>
<td>Grade 8 Math</td>
<td>3201</td>
<td>23.7</td>
<td>37.6</td>
<td>19.7</td>
<td>19.1</td>
<td>76.3</td>
</tr>
</tbody>
</table>

In comparison to the Middle Grades Education Spring MAP Reading Projected Growth results, 61% of learners enrolled in classrooms assigned to SCOE completers of the Middle Level program met their projected growth target, while 39% did not. In grades 6th – 8th, 82% of Horry County School students approached, met or exceeded the target score on the SC READY test, as shown in Table 14 above, and 18% did not. The discrepancy between the MAPS test and the SC READY test results represents a difference of 21% in student achievement between SCOE completers’ pupils and the Horry County School results for all test-takers in grades 6-8.

MAP Math Projected Growth scores for the Middle Grades Education Spring administration resulted in 58% of learners enrolled in classrooms assigned to SCOE completers of the Middle Level program meeting their projected growth target, while 41% did not. In grades 6-8, 80.5% of Horry County School students approached, met or exceeded the target score on the SC READY test, and 19.5% did not. The discrepancy between the MAPS
test and the SC READY test results represents a difference of 22.5% in student achievement between SCOE completers’ pupils and the Horry County School results for all test-takers in grades 6-8.

Table 15: Horry County School Elementary Education SC READY Results

<table>
<thead>
<tr>
<th>HCS SC READY 2016</th>
<th>Number of Students Tested</th>
<th>% Does Not Meet</th>
<th>% Approaches</th>
<th>% Meets</th>
<th>% Exceeds</th>
<th>% Approaches/Meets/Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3 ELA</td>
<td>3461</td>
<td>16.8</td>
<td>31.6</td>
<td>33.8</td>
<td>17.8</td>
<td>83.2</td>
</tr>
<tr>
<td>Grade 3 Math</td>
<td>3476</td>
<td>15.0</td>
<td>22.6</td>
<td>35.5</td>
<td>26.9</td>
<td>85.0</td>
</tr>
<tr>
<td>Grade 4 ELA</td>
<td>3276</td>
<td>18.0</td>
<td>29.6</td>
<td>34.4</td>
<td>17.9</td>
<td>82.0</td>
</tr>
<tr>
<td>Grade 4 Math</td>
<td>3289</td>
<td>15.0</td>
<td>25.7</td>
<td>28.4</td>
<td>31.0</td>
<td>85.0</td>
</tr>
<tr>
<td>Grade 5 ELA</td>
<td>3268</td>
<td>20.7</td>
<td>33.0</td>
<td>30.6</td>
<td>15.6</td>
<td>79.3</td>
</tr>
<tr>
<td>Grade 5 Math</td>
<td>3279</td>
<td>16.2</td>
<td>29.0</td>
<td>28.5</td>
<td>26.3</td>
<td>83.8</td>
</tr>
</tbody>
</table>

In comparison to the Elementary Education Spring MAP Reading Projected Growth results, 67% of learners enrolled in classrooms assigned to SCOE completers of the Elementary Education program met their projected growth target, while 33% did not. In grades 3-5, 81.5% of Horry County School students approached, met or exceeded the target score on the SC READY test, as shown in Table 15 above, and 18.5% did not. The discrepancy between the MAPS test and the SC READY test results represents a difference of 14.5% in student achievement between SCOE completers’ pupils and the Horry County School results for all test-takers in grades 3-5.

MAP Math Projected Growth scores for the Elementary Education Spring administration resulted in 61% of learners enrolled in classrooms assigned to SCOE completers of the Elementary Education program meeting their projected growth target, while 39% did not. In grades 3-5, 84.6% of Horry County School students approached, met or exceeded the target score on the SC READY test, and 15.4% did not. The discrepancy between the MAPS test and the SC READY test results represents a difference of 23.6% in student achievement between SCOE completers’ pupils and the Horry County School results for all test-takers in grades 3-5.

Early Childhood Education: Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (Horry County)

Twenty-one early childhood learners enrolled in classes with SCOE completers were assessed on DIBELS during the 2016-2017 academic year. The benchmark categories represent possible levels of performance that all K-6th grade students could attain as their literacy skills are assessed three times annually. Each category is determined by a cut-score and beginning-of-the-year, middle-of-the-year and end-of-the-year assessments are captured for each student. Table 16 details the number of learners who achieved each benchmark level in 2016-2017 during each test administration.

*from the Desk of Kelly Jackson Charles, PhD, Director of Program Evaluation and Accreditation 03.27.2018*
Table 16: Early Childhood Education DIBELS Composite Levels by Test Administration (HCS)

<table>
<thead>
<tr>
<th></th>
<th>Beginning of Year Composite Level</th>
<th>Mid-year Composite Level</th>
<th>End-of-Year Composite Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark</td>
<td>14</td>
<td>16</td>
<td>19</td>
</tr>
<tr>
<td>Below Benchmark</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Well Below Benchmark</td>
<td>5</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 17 below highlights that one student out of 21 (4%) learners did not achieve sufficient progress to reach the mid-year or end-of-year benchmark. Eighteen learners performed at the benchmark level by the end-of-year mark. Two students did not have data reported at the end-of-year mark.

Table 17: Individual Composite Scores by Test Administration (HCS)

<table>
<thead>
<tr>
<th></th>
<th>Beginning-of-Year Composite Score Level</th>
<th>Middle-of-Year Composite Score Levels</th>
<th>End-of-Year Composite Score Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>Benchmark</td>
<td>Benchmark</td>
</tr>
<tr>
<td>2.</td>
<td>Benchmark</td>
<td>Benchmark</td>
<td>Benchmark</td>
</tr>
<tr>
<td>3.</td>
<td>Benchmark</td>
<td>Benchmark</td>
<td>Benchmark</td>
</tr>
<tr>
<td>4.</td>
<td>Well Below Benchmark</td>
<td>Well Below Benchmark</td>
<td>Well Below Benchmark</td>
</tr>
<tr>
<td>5.</td>
<td>Benchmark</td>
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<td>Benchmark</td>
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<tr>
<td>6.</td>
<td>Benchmark</td>
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<td>7.</td>
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<td>8.</td>
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<tr>
<td>9.</td>
<td>Benchmark</td>
<td>Benchmark</td>
<td>Benchmark</td>
</tr>
<tr>
<td>10.</td>
<td>Benchmark</td>
<td>Well Below Benchmark</td>
<td>Benchmark</td>
</tr>
<tr>
<td>11.</td>
<td>Below Benchmark</td>
<td>Benchmark</td>
<td>Benchmark</td>
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<tr>
<td>12.</td>
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<td>Benchmark</td>
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<td>Benchmark</td>
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<tr>
<td>14.</td>
<td>Benchmark</td>
<td>Benchmark</td>
<td>Benchmark</td>
</tr>
<tr>
<td>15.</td>
<td>Well Below Benchmark</td>
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<td>Benchmark</td>
</tr>
<tr>
<td>16.</td>
<td>Benchmark</td>
<td>Benchmark</td>
<td>Benchmark</td>
</tr>
<tr>
<td>17.</td>
<td>Benchmark</td>
<td>Benchmark</td>
<td>Benchmark</td>
</tr>
<tr>
<td>18.</td>
<td>Well Below Benchmark</td>
<td>No Data</td>
<td>No Data</td>
</tr>
<tr>
<td>19.</td>
<td>Below Benchmark</td>
<td>Benchmark</td>
<td>Benchmark</td>
</tr>
<tr>
<td>20.</td>
<td>Well Below Benchmark</td>
<td>Well Below Benchmark</td>
<td>Benchmark</td>
</tr>
<tr>
<td>21.</td>
<td>Well Below Benchmark</td>
<td>Well Below Benchmark</td>
<td>No Data</td>
</tr>
</tbody>
</table>

**All Completers-EXPANDED ADEPT Evaluations (Statewide)**

During the 2016-2017 administration of the *EXPANDED ADEPT* evaluation, 133 CCU graduates were assessed with 132 (99.2%) passing. In comparison to the statewide results, 1575 completers were evaluated, and 1530 or 97.1% received passing ratings. The following *Expanded ADEPT* elements provide strong indication of positive impact on student learning:

1. Culture of Learning

---

1 The teacher creates and maintains a culture of learning in his or her classroom. The teacher exemplifies and emphasizes initiative, industriousness, inquisitiveness, and excellence and, by doing so, encourages the students to do likewise. The teacher facilitates cooperation and teamwork among students and provides them with appropriate incentives and rewards for learning. The teacher works to ensure that every student feels a sense of belonging in the classroom. To the extent appropriate, the teacher invites student input and suggestions when designing instructional activities and events.

*from the Desk of Kelly Jackson Charles, PhD, Director of Program Evaluation and Accreditation 03.27.2018*
2. Instructional Time
3. Using Assessment Data to Guide Planning

Table 18 below details the number of CCU completers passing the three aforementioned elements of the EXPANDED ADEPT evaluation in comparison to statewide performance. On each of the three elements, the CCU graduates exceed the statewide completers’ ratings.

**Table 18: CCU versus Statewide Pass Rates on Select EXPANDED ADEPT Elements**

<table>
<thead>
<tr>
<th>EXPANDED ADEPT Elements</th>
<th>CCU Number Passing</th>
<th>CCU Percentage Passing</th>
<th>State Number Passing</th>
<th>State Percentage Passing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culture of Learning</td>
<td>133</td>
<td>100%</td>
<td>1531</td>
<td>97.2%</td>
</tr>
<tr>
<td>Instructional Time</td>
<td>132</td>
<td>99.2%</td>
<td>1506</td>
<td>95.6%</td>
</tr>
<tr>
<td>Using Assessment Data to Guide Planning</td>
<td>133</td>
<td>100%</td>
<td>1527</td>
<td>97.0%</td>
</tr>
</tbody>
</table>

Based on the 2015-2016 student teacher applications for South Carolina licensure, all first-year teachers hired in SC public schools were evaluated using the Expanded ADEPT evaluation. Program areas represented by the results of the Expanded ADEPT 2016-2017 evaluations are detailed below in Table 19.

**Table 19: Program Areas Represented by Expanded ADEPT 2016-2017 Evaluations**

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Number of Completers Evaluated by Expanded ADEPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>6</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>46</td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>30</td>
</tr>
</tbody>
</table>

2 The teacher makes maximal use of instructional time. The teacher ensures that his or her students are engaged in meaningful academic learning throughout the instructional period. Instructional materials, resources, and technologies are useable, well organized, and accessible. In general, instruction is characterized by a smooth flow of activity.

3 The teacher enhances student learning by using information from informal and formal assessments to guide instruction. The teacher systematically collects, analyzes, and summarizes assessment data to monitor students’ progress. On the basis of formal and informal assessment information, the teacher makes appropriate decisions regarding instruction. When his or her students have difficulty answering questions, the teacher provides appropriate response time, rephrases the question, and/or provides prompts or other such assistance. The teacher provides additional explanations, demonstrations, or assistance, and modifies the content and/or the instructional strategies when necessary. The teacher adjusts the pace of the lessons to conform to the needs of the students. The teacher promotes student retention of the content by actively engaging the students in reviews of the key elements, steps, or procedures as necessary. The teacher extends students’ learning and development through appropriate enrichment activities.

*from the Desk of Kelly Jackson Charles, PhD, Director of Program Evaluation and Accreditation 03.27.2018*
<table>
<thead>
<tr>
<th>Subject</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary English</td>
<td>6</td>
</tr>
<tr>
<td>Secondary Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Middle Level</td>
<td>13</td>
</tr>
<tr>
<td>Music Education</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>6</td>
</tr>
<tr>
<td>Secondary Science</td>
<td>14</td>
</tr>
<tr>
<td>Secondary Social Studies</td>
<td>13</td>
</tr>
<tr>
<td>Special Education Multi-categorical</td>
<td>14</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>155</strong></td>
</tr>
</tbody>
</table>

**Student Learning Outcomes Data Report from Marion County School District**

*AY 2016-2017*

All South Carolina public school teachers, working in tested and non-tested grades and subjects, are required to develop and implement one Student Learning Objective (SLO) annually as a student growth measure. The SLO must include a minimum of six students. In cases where the educator is responsible for fewer than six students, the building principal will decide whether to require an SLO of the educator or only have their evaluation based on the professional performance and district choice elements of the evaluation system. There is no maximum number of students that can be included in the SLO. The interval of instruction must cover the entire length of the course (year, semester, or quarter long) and must include the window of dates for the pre and post assessments. The assessment(s) used to determine the baseline for instruction and measure student growth must be approved by the principal or evaluator as part of the SLO approval. Special educators who teach in inclusion or co-teaching settings have the option of partnering with the classroom educator to develop a team based SLO. Using the team approach for SLOs in a co-teaching setting, affords
both educators shared responsibility for all students in the classroom. Students must be present for a minimum of seventy-five percent (75%) of the academic school year to be included in the SLO. This equals a minimum of one hundred, thirty-five days (135) in attendance for a year-long course, sixty-eight (68) days for a semester-long course, and thirty-eight (38) days for a quarter-long course.

Thirteen Spadoni College of Education (SCOE) completers participated in the evaluation of student learning outcomes from the Marion County School District during the 2016-2017 academic year. A breakdown of the grade level offered in the schools and the number of completers evaluated at each level are presented below in Table 1.

Table 1: Grade Level Offered and Number of Completers Evaluated

<table>
<thead>
<tr>
<th>Grade Level Offered in the School</th>
<th>Number of Completers Evaluated at each Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-2</td>
<td>6</td>
</tr>
<tr>
<td>3-5</td>
<td>1</td>
</tr>
<tr>
<td>6-8</td>
<td>3</td>
</tr>
<tr>
<td>9-12</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
</tr>
</tbody>
</table>

Graduates were employed in the following schools: Easterling Primary, Marion Intermediate, Marion High, Creek Bridge Middle/High, Palmetto Middle, and Johnakin Middle. Additionally, these in-service teachers were evaluated using a standardized, statewide SLO Feedback Rubric. A score ranging from 1-4 was associated with the scoring criteria and descriptions of educator competencies, as presented below in Table 2. In the event there was a discrepancy in the assessment of progress vs. process, the evaluator rated the educator an average of the two scores.

Table 2: SLO Feedback Rubric Scoring Criteria

<table>
<thead>
<tr>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>90% - 100% of students have met their growth target.</td>
</tr>
<tr>
<td>Grade</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>3</td>
<td>Educator set up attainable goals: used appropriate assessments, consistently monitored progress; adjusted instruction in response to progress monitoring.</td>
</tr>
<tr>
<td>2</td>
<td>Educator set up goals; used assessments that were not appropriate for the goal, inconsistently monitored progress; inconsistently or inappropriately adjusted instruction.</td>
</tr>
<tr>
<td>1</td>
<td>Educator inconsistently used assessments, failed to monitor progress; failed to adjust instruction based on progress monitoring data.</td>
</tr>
</tbody>
</table>

Evaluators were provided the following guidelines to score the SLOs which include:

4.........................................................................................................................The educator has met the above goal.
≥2 but less than 4..................................................................................................The educator is making satisfactory progress toward achieving this goal.
≥1 but less than 2..................................................................................................The educator is not making satisfactory progress achieving this goal.

Any teacher scoring less than “2” requires a written improvement plan on file with Human Resources for the upcoming school year.

Table 3 below details the results of the SLO assessment of SCOE completers for academic year 2016-2017. Teaching assignments and the tested SLO subjects are included in the table. Thirty-eight percent represent Early Childhood reading outcomes, 15% represent Early Childhood ELA outcomes, 15% signify Business Education Integrated Business Applications, and 7% each denote math, science, social studies and secondary English outcomes.

from the Desk of Kelly Jackson Charles, PhD, Director of Program Evaluation and Accreditation 03.27.2018
<table>
<thead>
<tr>
<th>School for 2016-2017</th>
<th>Final SLO Score of Completer</th>
<th>Teaching Area/SLO Area Tested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easterling Primary</td>
<td>2.50</td>
<td>Early Childhood/Reading</td>
</tr>
<tr>
<td>Easterling Primary</td>
<td>2.50</td>
<td>Early Childhood/Reading</td>
</tr>
<tr>
<td>Easterling Primary</td>
<td>2.50</td>
<td>Early Childhood/Reading</td>
</tr>
<tr>
<td>Easterling Primary</td>
<td>3.00</td>
<td>Early Childhood/English Language Arts</td>
</tr>
<tr>
<td>Easterling Primary</td>
<td>3.00</td>
<td>Early Childhood/Reading</td>
</tr>
<tr>
<td>Easterling Primary</td>
<td>4.00</td>
<td>Early Childhood/Reading</td>
</tr>
<tr>
<td>Marion Intermediate</td>
<td>3.00</td>
<td>Early Childhood/Reading</td>
</tr>
<tr>
<td>Palmetto Middle</td>
<td>3.00</td>
<td>Business Education/Integrated Business Applications</td>
</tr>
<tr>
<td>Palmetto Middle</td>
<td>3.00</td>
<td>Math/Math</td>
</tr>
<tr>
<td>Johnakin Middle</td>
<td>2.00</td>
<td>Science/Science</td>
</tr>
<tr>
<td>Creek Bridge Middle/High</td>
<td>2.00</td>
<td>Social Studies/Social Studies</td>
</tr>
<tr>
<td>Marion High</td>
<td>2.00</td>
<td>Secondary English/English EOC</td>
</tr>
<tr>
<td>Marion High</td>
<td>3.50</td>
<td>Business Education/Integrated Business Applications</td>
</tr>
<tr>
<td>EPP Average</td>
<td>2.77</td>
<td>13</td>
</tr>
</tbody>
</table>

**2016-2017 SLO Analysis for Marion County:** Forty-six percent of graduates were employed in K-2 settings, while 23% represent middle school settings, 23% represent high school settings, and one (8%) is employed in a 3rd-5th grade setting. The EPP average of 2.77 is associated with the descriptions: (1) 51% - 74% of students have met their growth targets, and (2) educators set up goals; used assessments that were not appropriate for the goal, inconsistently monitored progress; and inconsistently or inappropriately adjusted instruction. Zero percent of completers were rated at “educator is not making satisfactory progress achieving this goal”, while 93% (N=12) were rated at “the educator is making satisfactory progress toward achieving this goal”. One graduate (7%) was rated at “the educator has met the goal”.

Twenty-three percent (N=3) were clearly aligned to the level 2 rating, which means (1) 51% - 74% of students have met their growth targets, and (2) Educator set up goals; used assessments that were not appropriate for the goal, inconsistently monitored progress; inconsistently or inappropriately adjusted instruction.
Thirty-eight percent (N=5) were clearly aligned to the level 3 rating, which means (1) 75% - 89% of students have met their growth targets, and (2) Educator set up attainable goals: used appropriate assessments, consistently monitored progress; adjusted instruction in response to progress monitoring. One completer (8%) earned level 4 or (1) 90% - 100% of students have met their growth target, and (2) Educator set up rigorous, superior goals; skillfully used appropriate assessments, continuously monitored progress; and strategically revised instruction in response to on-going progress monitoring.

Candidates who earned an average rating such as 2.5 or 3.5 (N=4 or 31%) were subject to a discrepancy in the assessment of progress vs. process, and the evaluator rated the educator an average of two levels.