

CAEP Annual Reporting Measure 1: Impact on P-12 Learning and Development

The Horry County School District (HCSD) provided student achievement data for the Measure of Academic Progress (MAP) testing for the fall 2019 and spring 2020 testing cycles. Included in this analysis are 2018-2019 completers who were hired by the HCSD and employed during the 2019-2020 academic year.

The data are disaggregated by grade level and subject area (Math and Reading). There are two measures of MAP growth reported in Table 1. In the fall, growth projections are created for students based on their current grades and score on the MAP test. In the spring, it is determined by South Carolina Department of Education if students met their growth projections, which is shown in Table 1. The EPP's sample of teachers (EPP completers) excludes teachers in specialty areas or those working in a schoolwide position. P-12 students in the "CCU Sample" were excluded from the "District" growth calculation.

In terms of the comparison between students aligned with CCU completers and the district population, there was one area where there was a statistically significant difference. For Elementary Math (grade 2 to 5), the CCU completers, the percentage of their students achieving positive growth was 39.00%, and for the district's population was 46.02%. There is a difference of 7.02 percentage points. For Elementary Reading (grade K-5), for the CCU completers, the percentage of students achieving positive growth was 48.55%, and for the district's population was 48.52%. There is a difference of 0.03 percentage points (See Table 1)

Table 1. Comparing MAP scores for all students

MAP Assessment	Grade Level	Years	CCU Sample (Completers' students)				HCSD Sample (excluding CCU sample)			
			N (All Students with two growth measure -s)	N met growth target (#)	Met growth Determi- ed (%)	Average Condi- tional growth index (SD)	N (All Student -s)	Positive Growth Determi- ned (#)	Positive Growth Determi- ned (%)	Average Condi- tional growth index (SD)
Math	Elementary (2- 5)	19-20	200	78	39%	-.40 (1.22)	6073	2795	46.02%	-.189 (1.17)
Reading	Elementary (k-5)	19-20	346	168	48.55%	-.122 (1.27)	12027	5836	48.52%	-.113 (1.19)

Table 2: Year 2019-2020 MAP-Conditional Growth Index-Grades 2-5 Mathematics (ANOVA)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8.621	1	8.621	6.331	.012
Within Groups	9024.586	6627	1.362		
Total	9033.207	6628			

There is also a conditional growth index score given to each student that indicates the strength of the growth. A positive score means that students exceeded their growth target and a negative score means that the student did not meet their growth target. There is a significant difference between the MATH conditional growth indexes of students taught by first-year CCU graduates compared to all other

students that $F(1,6627) = 6.331$, $p = .012$. See Table 2. In other words, compare to other teachers in HCSD, CCU completers' impact on students is less than other teachers. There is no significant difference between the READING conditional growth indexes of students in these two groups, decided by $F(1, 12371) = .019$, $p = .891$. See Table 3. That means CCU completers have the same impact on students as the other teachers do.

Table 3. Year 2019-20 MAP-Conditional Growth Index-Grades K-5 Reading (ANOVA)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.027	1	.027	.019	.891
Within Groups	17653.319	12371	1.427		
Total	17653.346	12372			