

## CAEP Standard 4

### 4.1 Impact on P-12 Student Learning and Development

#### Cohort I

Teacher	Subject/Grade Level	Assessment	Percent Met Target
Completer 1	Math- 4	STAAR	82%
Completer 2	Music- EC-5	NA	NA
Completer 3	Reading- 1	DRA	53%

#### Cohort II

Teacher	Subject/Grade Level	Assessment	Percent Met Target
Completer 1	Reading- 1	DRA	82%
Completer 2	Reading- K	DRA	83%
Completer 3	Reading- 3	STAAR	73%
Completer 4	Reading- K	DRA	75%
Completer 5	Reading- 3	STAAR	55%
Completer 6	Math- 6/7	STAAR	100%, 100%
Completer 7	Reading- 2	iStation	89%
Completer 8	Reading/Writing- 4	STAAR	69% 53%
Completer 9	Music- EC-6	NA	NA
Completer 10	Music- EC-6	NA	NA
Completer 11	Reading- 3	STAAR	75%
Completer 12	Music- EC-5	NA	NA
Completer 13	Science 6	District Made Assessment	78%
Completer 14	Reading- 2	DRA	93%
Completer 15	Reading- 2	DRA	100%

#### Cohort III

Teacher	Subject/Grade Level	Assessment	Percent Met Target
Completer 1	Reading/Writing-4	STAAR	92%/87%
Completer 2	Reading- 6	STAAR	50%
Completer 3	Math- 6	STAAR	79%
Completer 4	Reading- 1	DRA	Did Not Receive
Completer 5	Reading/Math- 1	DRA/District Created Assessment	95%/90%
Completer 6	Math- 4	STAAR	68%
Completer 7	Music- EC-5	NA	NA
Completer 8	Reading/Writing- 7	STAAR	78% 68%

Completer 9	Biology-9	STAAR/EOC	93%
Completer 10	American History- 11	STAAR/EOC	90%
Completer 11	Choir 7-8	UIL	Rating I
Completer 12	Music- EC-5	NA	NA
Completer 13	Reading- K	DRA	100%
Completer 14	American History- 8	STAAR	80%
Completer 15	Economics- 12	District Designed Assessment	98%
Completer 16	Reading, Math, Writing-4	STAAR	Reading- 93% Math- 89% Writing- 83%
Completer 17	Reading- 1	DRA	71%

**During the 2018-2019 school year, the completers from DBU administered many assessments to determine student learning. The assessments used are listed in the chart below.**

Developmental Reading Assessment	Standardized reading test used to determine a student's instructional level in reading.
IStation Reports	Comprehensive e-learning program that includes assessment and engaging learning tools.
Math Inventory	The Math Inventory is a research-based, adaptive math assessment that measures math abilities and longitudinal progress from Kindergarten through Algebra II. It can be administered in a group setting in around 40 minutes 3–5 times per year.
District Created Benchmarks	Assessments given twice a year to assess mastery of the Texas Essential Knowledge and Skills for that particular time period in the academic year.
District Created Curriculum Based Assessments	Assessments given near the end of the academic to assess the progress of the mastery of the Texas Essential Knowledge and Skills for a three week period.
Fountas and Pinnell	The resource to accurately and reliably identify each child's instructional and independent reading levels and document their progress through one-on-one formative and summative assessments.

Star Math	Math computer-adaptive assessments that are fast and easy to administer. It shows the math skills and subskills students know and which skills they are ready to work on next. This computer based assessment combines screening and progress monitoring.
State of Texas Assessment of Academic Readiness	The state assessment given to determine mastery of the grade level subject curriculum and the state readiness standards.
End of Course Assessments	State assessments to determine mastery of English I, II, and III, Algebra I, Biology, and American History at the High School level. Students must pass to graduate.
University Interscholastic League Ratings and Scores	Assessments used to measure the mastery of choral or instrumental music. A rating of I is the highest score.
Other District/Campus Based Assessments of Learning	Any approved assessments used to determine the mastery of the Texas Essential Knowledge and Skills at all grade levels

During the 2018-2019 school year, many of the schools gave different assessments to determine growth in student achievement. The data was analyzed with the target percentages listed above. After seeing that several targets were not met, we drilled down more into the data to determine the growth of the students academically. All students of each completer grew academically based on the assessments for the school. Even though these students did not make target, the students made gains toward the target from when the students started the school year. Nineteen of the 33 schools the completers taught were Title I schools, and the students started the year with tremendous deficits in their learning. No student lost ground academically but gained.