

**Dallas Baptist University
College of Education
Cohort II, III and IV
2019-2020**

4.1 Impact on P-12 Student Learning and Development

Cohort II

Teacher	Subject/Grade Level	Assessment	Percent Met Target
Completer 1	Reading- 3	NA	NA
Completer 2	Reading- K	NA	NA
Completer 3	Reading- 3	NA	NA
Completer 4	Math - 6	ACP	95%
Completer 5	Reading- 2	NA	NA
Completer 6	Reading/Writing-4	NA	NA
Completer 7	Music- EC-6	NA	NA
Completer 8	Reading- 3	NA	NA
Completer 9	Science 6	NA	NA
Completer 10	Math/Reading- 2	TEMI and DRA	77% 71%
Completer 11	Reading/Math- 2	MAP	89% 94%

Cohort III

Teacher	Subject/Grade Level	Assessment	Percent Met Target
Completer 12	Reading/Writing-4	NA	NA
Completer 13	Reading- 6	NA	NA
Completer 14	Math- 6	District Benchmark	38%
Completer 15	Reading- 1	NA	NA
Completer 16	Math- 4	NA	NA
Completer 17	Music- EC-5	UIL	4 Completers – 1st and 4th place
Completer 18	Reading/Writing-7	NA	NA
Completer 19	American History-11	NA	NA
Completer 20	Choir 7-8	NA	NA
Completer 21	Music- EC-5	NA	NA
Completer 22	Reading- K	NA	NA
Completer 23	American History-8	NA	NA
Completer 24	Economics- 12	NA	NA

Completer 25	Reading, Math, Writing-4	NA	NA
Completer 26	Reading- 1	NA	NA

Cohort III

Teacher	Subject/Grade Level	Assessment	Percent Met Target
Completer 27	1st Grade	NA	NA
Completer 28	Math, Science- 5	NA	NA
Completer 29	Math, Science, Social Studies- 3	NA	NA
Completer 30	Texas History- 7	NA	NA
Completer 31	5th Grade	NA	NA
Completer 32	Math- 5	District Benchmark	60% (highest in district)
Completer 33	Choir- 6-8	UIL	Ratings of Superior (1) for Stage and Excellent (2) for Sightreading
Completer 34	6-8 Co-Teach Math	SLO (Student Learning Objective) Benchmark	100%
Student 35	Math - 3	District Benchmark	93%

COVID-19 significantly impacted assessment and data collection in the 2019-2020 school year. Assessments planned for are listed in the chart below:

Developmental Reading Assessment	Standardized reading test used to determine a Completer'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 2019-2020 school year due to the COVID-19 Pandemic, the completers from DBU were limited in the assessments given to determine student learning.

End of year Assessments (EOC) and the STAAR test were not administered this school year as most school districts went to a modified virtual learning platform after the Spring Break holiday.