Satisfaction of Completers

Completer's perceptions of the Winthrop Initial preparation program related to professional responsibilities in working with P-12 learners were assessed via both administering surveys and conducting interviews. The surveys – containing both multiple choice questions on a Likert-scale and open-ended queries – were completed by 179 beginning teachers who graduated from WU's initial preparation program between 2013-2017. In addition, five recent completers were asked to describe – in the context of a one-on-one interview – their satisfaction with their preparation at WU to assume their professional roles, and in a related vein, the strengths and weaknesses of the EPP.

Pilot Districts
The districts used for targeted Standard 4 data collection processes are profiled in the appendix and hyperlinked for ease in consider the characters of the samples.

Survey Methodology

SKYFactor Process and Sample

The EPP has explored multiple avenues to collect a representative sample of responses. As with the employer surveys [Comp4.3_Evidence], the EPP first contracted with SKYFactor, a company that aligns its measures with accreditation criteria and creates surveys of high psychometric quality, to disseminate its proprietary measure to completers identified by the EPP (Retrieved from: https://skyfactor.com/teacher-education/). In 2017, 386 completers were contacted and 119 responded (30.8% response rate). Although this exceeds the target rate of 20%, the connection to the employers (i.e., the number of employers who responded to the satisfaction survey) only generated a 7% percent response rate. The SKYFactor system asks completers to provide a name and email of his/her supervisor and then the system sends the survey directly to the supervisor.

The process used to identify the 386 completers included ascertaining the employment and contact information for graduates from the previous five cohort groups through an individual MOU established with the state. There was, however, a delay between collecting this employment information from the state and distributing the survey, thus graduate students in the college had to verify all of the completers' current employment and contact information. This process included searching school and district webpages as well as reaching out to program faculty. When contact information was incorrect and if their new contact information was not available, the EPP used their @winthrop.edu addresses to disseminate the survey (completers are able to request that their WU email accounts remain active). [See Demographics information in the Appendix]

Results from SKYFactor Survey

Technology: Data from the SKYFactor analysis identified *Enhanced Use of Technology* as a factor/competency area in which completers reported, relatively speaking, having lower levels of skill. This factor was assessed through the provision of four questions on a Likert-scale concerning the completer's perceived readiness to use technology in various ways as per their training in the EPP's program. Completers evaluated their levels of preparedness using a 7-point scale and the results that follow indicate that their use of technology to manage the classroom and to communicate with their students' families are their areas of greatest weakness.

FACTOR PERFORMANCE				
	N	MEAN	STD	PERFORMANCE*
Learning: Enhanced Use of Technology	111	5.45	1.43	74.2%
FACTOR QUESTION PERFORMANCE				
Use technology to enhance student learning	111	5.83	1.37	80.5%
Use technology to assess student learning	110	5.53	1.51	75.5%
Use technology to communicate with families	111	5.33	1.65	72.2%
Use technology to better manage my classroom	110	5.14	1.72	69.0%

*Issue (0%-70%)
*Needs Work (71%-74%)
*Good (75%-100%)

Candidates' ability to use technology to manage the classroom is not assessed by the EPP and therefore it has no comparison data. This is largely because districts in the PN use different student information systems, therefore the EPP relies on mentor teachers to support candidates' development in this area. Although many Interns are hired in the school district in which their Internship was completed, it is likely that completers will need to apply what they observed during their Internship to use a new system in the district in which they are employed.

Communication with families was also noted to be an area that warrants completer growth according to the employers who evaluated their competencies in the EPP's locally created-surveys. [Comp4.3_Evidence] Although the EPP encourages candidates to communicate with their students' parents, this is often learned by watching others do so, as opposed to actually having those conversations. The Internship II evaluation includes the item *TC collaborates with caregivers and school professionals to enhance student learning.* Candidates perform well on this item with 100% at an acceptable level (46% at *meets expectation* and 53% at *exceeds expectations).* Therefore, it is likely that completers understand the importance of and some general process for communicating with their students' parents, but they may be less able to apply those understandings as in-service teachers. Thus, when required to initiate the communication with families, completers are less able to put what they have observed into action.

Collaboration: Although the survey analysis at the factor level indicated completers *Enhanced Ability to Manage Constituencies* were at the "Good" level (greater than 75% performance rating), an examination of this competency by question provided an important insight. Completers reported that they were well prepared to work with colleagues, but scored preparation for work with administrators and parents at a lower level. Again, on the Internship evaluations, candidate scores on cooperation with stakeholders indicate they are performing well; however, the jump from a junior faculty member/intern to employee is not a seamless transition based on these survey results. It is possible, however, that the addition of *EDCO 410*: *Education in a Democracy: Broadening Professional Perspectives* and *EDCO 695: Education Capstone* (which were not fully implemented for the completers who took this survey) may better prepare candidates for the shift in their professional communications with school leaders, as the course is taught by PN school/district administrators. Addressing completers' skills related to communication with their students' parents was discussed previously.

FACTOR PERFORMANCE				
	N	MEAN	STD	PERFORMANCE*
Learning: Enhanced Ability to Manage Constituencies	111	5.52	1.40	**75.3%**
FACTOR QUESTION PERFORMANCE				
Work collaboratively with colleagues in my school	110	5.89	1.29	**81.5%**
Work collaboratively with school administrators	110	5.40	1.62	**73.3%**
Work collaboratively with parents	110	5.28	1.66	**71.3%**

*Issue (0%-70%)
*Needs Work (71%-74%)
*Good (75%-100%)

Ratings: The completers, who responded to the SKYFactor survey, would recommend the EPP to a friend and felt the academic experience was positive.

FACTOR QUESTION PERFORMANCE				
	N	MEAN	STD	PERFORMANCE*
Would you recommend this education program to a close friend?	115	6.53	0.83	**92.2%**
Did the education program provide a positive academic experience?	116	6.48	0.84	**91.3%**

*Issue (0%-70%)
*Needs Work (71%-74%)
*Good (75%-100%)

Conclusions

Although use of SKYFactor provided the EPP with completer feedback, the low response rate from employers resulted in the EPP immediately moving to discuss the situation with the Unit Assessment Committee. As with the employer survey, the committee was concerned that the completer survey was unduly lengthy. Ultimately, the Unit Assessment Committee did not recommend continued use of the SKYFactor survey and began to explore how to replicate the positive aspects of the process while avoiding those that proved to be problematic.

EPP-Created Survey Process and Sample

A targeted, shorter local survey was then created. The survey – containing both multiple-choice questions on a Likert-scale and open-ended queries – was directly linked to EPP goals and was aligned with a parallel employer survey [Comp4.3_Evidence]. The locally created survey constructed was disseminated through Qualtrics. In the first round of data collection 118 respondents were directly invited to participate by email. Of these 38 completed the survey in its entirety for a 32% response rate. Qualtrics does not indicate the number of those who were invited to participate by using an anonymous link, which was provided by WU administrators to District One. Thus, the percentage who chose to participate, among those provided with an anonymous link, are unclear. These two efforts resulted in 60 responses.

Two questions were used to assess the representativeness of the sample in relation to the overall population (i.e., the EPPs completers in academic year 2017-2018). The first question asked respondents to indicate the general grade bands in which they teach, and the second question asked respondents to self-report the discipline/s they teach. The proportion of respondents who indicated they were special education teachers matched the proportion of completers overall (approximately 16%). However, the number of participants who indicated they teach physical education and the K-12 arts programs were lower than the numbers in the larger population of completers. This was the case for other data collection efforts in Standard 4 (visual art and dance were not represented).

Overall, the proportion of respondents from each discipline is somewhat similar to the proportion of completers from the prior cohort year listed above. That is, the larger proportion of respondents in this sample who were elementary and early childhood majors, relative to those who teach special education, K-12 music/art/theater, or secondary-level subjects is comparable to the broader population. What diverges from the population of completers is, however, the larger percentage of respondents to this survey who teach on the middle school level. Although this is not a confounding variable per say, it is a consideration to keep in mind while interpreting the results below.

Group	Reported Teaching Assignment (N=60)	Initial Certification Completers in 2017-2018 (n=165)
K-12 and Secondary Combined	36% (secondary and other*)	46.7%
P-6 Certifications	39%	41.2%
Middle Level Education Program	25%	12.1%

* Disaggregating K-12 was not possible in the data and therefore affects the comparison most directly in this line.

Results from EPP-Created Survey

Candidates reported overwhelmingly that they are *effective* (48%) or *highly effective* (48%) in the classroom. After answering this broad question, completers were asked to consider their

preparation to perform their professional roles defined by the Unit Standards and key Education Core themes.

Instruction: Examining themes around instruction completers reported they were effective in aligning their instruction with the appropriate levels of rigor and were able to construct developmentally appropriate experiences. The largest percentage of respondents indicating a need for improvement centered on technology, which is a recurrent theme evidenced in the results from several data sets. The question that includes technology also mentions literacy. Therefore the EPP needs to consider how to disaggregate these areas in the next round of data collection.

	Highlighted in green are areas of relative strength, and areas of relative weakness are highlighted in orange. Note only categories including responses are included.							
#	Question	Highly effective		Effective		Needs Improvement		Total
1	Align instruction with state adopted standards at the appropriate level of rigor	43.33%	26	51.67%	31	5.00%	3	60
2	Develop developmentally appropriate learning experiences	46.67%	28	46.67%	28	6.67%	4	60
3	Maintain a climate that fosters inquiry	36.67%	22	53.33%	32	10.00%	6	60
4	Integrate appropriate and available technologies to support student learning and teach literacy strategies across the curriculum	35.00%	21	53.33%	32	11.67%	7	60

Meet the Needs of Diverse Learners: Completers indicated that they were relatively well prepared in the area of respect for diversity, yet they report being relatively less effective in their ability to incorporate strategies to accommodate the needs of specific groups of learners. These results appear to be consistent with other data in that – overall – the initial preparation candidates and completers can effectively meet the needs of a diverse student body. However, more support is needed in their ability to meet the needs of learners with IEP's, 504 plans and those who are "at-risk."

	Highlighted in green are areas of relative strength, and areas of relative weakness are highlighted in orange. Note only categories including responses are included.									
#	Question	Highly Effective		Effective		Needs Improvement		Unsatisfactory		Total
1	Convey high expectations to all students	55.00%	33	33.33%	20	10.00%	6	1.67%	1	60
2	Respect students' differing needs and diversity	58.33%	35	36.67%	22	3.33%	2	1.67%	1	60
3	Modify instruction to respond to student needs	50.85%	30	37.29%	22	10.17%	6	1.69%	1	59
4	Incorporate strategies for students with IEPs or 504 plans	28.33%	17	41.67%	25	25.00%	15	5.00%	3	60
5	Incorporate strategies that address cultural differences and the needs of learners	31.67%	19	40.00%	24	26.67%	16	1.67%	1	60

Assessment: Candidate preparation in the area of assessment remains a theme around which the EPP is already working and will need to continue to work on over time. Although all responses pertaining to completers perceived skills in the realm of assessment indicates room for improvement – relative to responses in other categories – the use of diagnostic testing (which would include large-scale assessments) remains a primary area for the EPP to explore. In other areas of the self-study the EPP has described plans for targeted professional development, which will include large scale assessments topics.

Highlighted in green are areas of relative strength, and areas of relative weakness are highlighted in orange. Note only categories including responses are included.							
#	Question	Highly effective		Effective		Needs Improvement		Total
1	Select appropriate formative assessments to monitor learning	45.00%	27	45.00%	27	10.00%	6	60
2	Use diagnostic student data to plan lessons	35.00%	21	45.00%	27	16.67%	10	60
3	Provide immediate and specific feedback to promote student achievement	50.00%	30	36.67%	22	13.33%	8	60
4	Design and/or select summative assessments to determine mastery of learning objectives	45.76%	27	40.68%	24	13.56%	8	59
5	Use a variety of assessment tools to monitor student progress	45.00%	27	43.33%	26	11.67%	7	60

Professionalism: As noted across many data sets, professionalism is a strength for the EPP. Noticeably missing from this set of questions is one that explores the candidates' preparedness to work with families. Given the emergence of this as an area of weakness as per the results of other candidate and employer surveys, the Unit Assessment Committee will be asked to consider the addition of a question addressing this competency.

Highlighted in green are areas of relative strength, and areas of relative weakness are highlighted in orange. Note only categories including responses are included.							
#	Question	Extremely effective		Effective		Needs Improvement		Total
1	Model effective communication skills	56.67%	34	40.00%	24	3.33%	2	60
2	Collaborate with colleagues	55.00%	33	41.67%	25	3.33%	2	60
3	Engage in ongoing reflective practice	53.33%	32	36.67%	22	10.00%	6	60
4	Accept constructive feedback	60.00%	36	36.67%	22	3.33%	2	60
5	Apply knowledge of rights, legal responsibilities, and procedures related to ethical practice	55.00%	33	36.67%	22	8.33%	5	60

Managing the Classroom: Data across sources are mixed in relation to completers' preparedness to effectively manage their classrooms. Based on completers' responses to this survey, they perceive a need for improvement in this area. The Education Core course team for *EDCO 350: Academic and Social Strategies for Establishing an Inclusive Classroom Climate* and *EDCO 660: Effective Positive Classroom Management Strategies* is considering the redesign and alignment of the course content. As the team works with the Course Advisory Team, the EPP hopes to see improvements in completers' perceptions of effectiveness. The focus of these

discussions includes the balance between specific strategies, general classroom culture, and theoretical components of positive, inclusive classroom behavior management systems.

		Extremely effective		Effective		Needs Improvement		Total
Highlighted in green are areas of relative strength, and areas of relative weakness are highlighted in orange. Note only categories including responses are included.								
#	Question	Extremely effective		Effective		Needs Improvement		Total
1	Manage individual and class behaviors through a positive support management system	36.67%	22	40.00%	24	23.33%	14	60
2	Maintain a climate of openness, fairness and support	51.67%	31	40.00%	24	8.33%	5	60
3	Establish effective classroom routines and procedures	45.00%	27	40.00%	24	15.00%	9	60

Strengths of the Program: When respondents were asked to indicate the most valuable components of their teacher training, the configuration of responses that emerged are depicted below. Specifically, respondents, who were recent completers of Winthrop University's initial preparation program, described the most valuable programmatic assets/features, as well as the multifaceted skill sets they cultivated at Winthrop that equip them to deftly perform their professional roles. WU's assets are inextricably intertwined and reciprocally reinforcing; professional competencies – or salient skill sets – in most instances, mirror the instructional and programmatic inputs reported. The table below shows categories of responses in both categories, the percentage of total responses coded in each theme, and example responses.
Note: some responses were "double or triple coded" since they included language belonging to more than one category.

Completer-Reported Programmatic Assets		Completer-Reported Professional Competencies	
36%	**The Year-long Internship** "*The year-long internship was the most effective. It was during this time that I really got a good understanding on all the components it took to run a classroom and begin my career.*" "*The real world application was the most beneficial...such as the internship.*" **Immediate Immersion in the Field** "*I found classroom experiences early on in teacher training were most valuable.*" **Extensive Field Experiences** "*I learned good teaching practices through on site observations*"	**Classroom Management** "*Strategies for building classroom routines and relationships.*" "*Classroom management, assessments, differentiation.*" "*Lesson planning, knowledge of standards and content, behavior management.*"	20%
9%	**Collaboration Reflection and Constructive Criticism**	**Instructional Design/Lesson Planning** "*Planning instruction and collaborating with mentors/peers*"; "*lesson planning for different types of learning transitions and backup plans*"; "*knowledge of standards and content*"; "*planning exciting lessons*"; "*knowing the content for any grade level.*"	16%

Completer-Reported Programmatic Assets		Completer-Reported Professional Competencies	
8%	**Methods Courses** *"Science Methods"; "The Last Class we took as undergrads prepared for me for the SLO portion of my duties now, which was really beneficial"; "in my methods courses I learned about divergent learners, assessments, differentiation."*	**Technology Use** *"Instructional design and lesson planning, ADEPT understanding and applications, assessments, methods courses in music, technologies use and applications."*	8%
8%	**Reference to Education Core Courses in general and by course** *Core Content, Classroom Management Courses, Assessment Coursework, Psychology of the Learner*	**Assessments** *"The last class that we took as undergrads helped prepare me for the SLO portion of my duties now, which was really beneficial as I was able to help teach some of the veteran teachers on my team."*	8%
6%	**Quality of the Professors** *"Learning from professors that had years of classroom and administrative experience." "The education professors at Winthrop were the most valuable. They were extremely knowledgeable and very sincere in their career guidance and insights."*	**Diversity/Lesson Planning/Development** *"I learned how to provide young adolescents with multiple learning and teaching approaches that provide relevant learning to a diversified group of students."*	3%
3%	**Knowledge of Diversity** *"Ways to engage all Learners." "Teaching approaches that provide relevant learning to a diversified group of students."*	**Laws/Students' Rights** *"Having the knowledge of my students' rights and federal law to support their rights."*	3%

Areas for growth: When asked to indicate the least valuable components of the program 45 out of 66 total respondents recorded an answer (one was not interpretable due to data transmission error). Thus, of the 44 responses, 8 or 18% were either "none"; "I do not think anything wasn't helpful/wonderful program"; and "all components were valuable."

Of the remaining 36 answers, three main categories of responses emerged. The table below provides themes as well as example responses coded in each theme.

Theme	Examples
Perceptions of limited preparation	• **ELA instruction**: "*ELA instruction overall was something that I was not as prepared for as other areas.*" • **Teaching Reading**: "*Lack of teaching reading.*" "*Reading strategies.*" • **Assessment**s: "*Data use is very basic that it is not valuable.*" • **Classroom management**

Theme	Examples
Perceptions of program components that were not associated with skills respondents often used in the classroom	*"Inquiry practices;* *psychology/some parts of child development;* *group work;* *Democracy in Education;* *Philosophy of Education;* *ADEPT training;* *"the music course";* *"technology integration";* *"diverse learners classes" (N=2);* *"edTPA";* *Content-specific classes such as "Chemistry" and "Higher Science, Math, English and History Classes";* *"some of the reading courses";* *"some of the core education classes"; and,* *"co-teaching seminars."*
Perceptions of training of least value due to its "estrangement" from "real life"	- The lesson plan format: *"Long lesson plans. We never used these in real life."* - Teaching reading and writing: *"Although we took reading 321/322 and reading 561 (I can remember the exact numbers) I felt that it wasn't as applicable because I was not in the classroom and therefore, I wasn't really able to apply this to a real life situation."* - A subset of instructors: *"Learning from instructors with little or no classroom experience."* *"Always preparing for a 'perfect' classroom in terms of management and ability."*

In sum, courses on how to teach young learners to read and write; courses on classroom management; and courses on more complex assessment measures appear to be areas that could be integrated more extensively in the program. Additionally, grounding lesson planning, teaching reading, and classroom management in the "messy" somewhat uneven realities of practice appear to be areas that are also underexplored. Finally, respondents reported some courses and/or course content to be less relevant to assuming their professional roles, however, the only response that occurred more than once was "diverse learner classes." Most notably, teaching reading and writing emerged in all three categories, as an area where students report feeling less prepared, as a course of little relevancy, and as a course that is somewhat divorced from the realities of the classroom. Thus, this is an area for further discussion and exploration. Some changes to the Education Core – that may have addressed the areas for consideration described above – have already been implemented. These, curricular alterations, however, had not yet been integrated into the Education Core during the time in which respondents were still teacher candidates at the EPP. These more recent changes include:

- Courses on diverse learners that are targeted to more specific populations (including ELs) across all degree options.
- Implementation of Read-to-Succeed coursework across all programs and offered in level specific sections.
- Connection of READ coursework for elementary, early childhood, and special education within the junior methods blocks to ensure the provision of clinically-based assignments.
- Alignment of the undergraduate Education Core coursework with the MAT coursework in a way that are equally connected to the P-12 classroom.

Recommended Changes: Forty-five out of sixty respondents recorded an answer when asked, for recommended changes. One said, "N/A" and another said, "Experience[ing] all the things teachers have to do as a student is pretty impossible." The table below provides themes as well as example responses coded in each theme.

Theme	Examples
Procedural/ policy/ personnel recommendations	*"Allow students to earn their masters for an additional year."* [Allow for the] *"Choice of early childhood in place of elementary certification."* [Provide more review of] *"Interview Practice/Strategies."* *"Less busy work or work that repeated/mirror in other classes."* *"Less online classes in my Master's program."* *"The expectations of Winthrop students and how their professors treat the mentor teachers."* *"The head of the department."*
Recommendations for more "real life situations"	*"Time management in real life situations. For example, how do you fit in all the aspects of reader's workshop with 2 hours?"* *"To truly gain an appreciation for what each and every staff member contributes to a successful school, I feel that developing teachers need the opportunity to observe and experience it. I wish I had had an opportunity to observe and train with not only specific content teachers but with other teachers and staff outside of the content area classrooms such as: resource and special needs teachers, guidance/school counselors, administration, and even office staff."* - As a subheading, six respondents requested, *"More time in the classroom."*
Request for "more high school and middle school training"	*"Some of the teaching strategies classes need to be geared directly to high school and middle school and not a mixture of the two. Most strategies that might work in middle school will not work in high school and vice versa."* *"More focus on the developmental needs of the middle school aged students."*
Request for more training focused on "Parent/teacher contact"	Three respondents asked for, *"Parent communication and school/home communications." "Parent teacher interaction."*
Request for additional training in technology and assessment	*"Technology and using assessments to drive instruction is critical."*(N=2) - As a subheading, two respondents requested, *"More courses on assessments*."

Theme	Examples
Request for additional training in assessment and literacy	• *"Prepare teachers in assessments that local districts use like Fountas & Pinnell, and teach future teachers how to plan actual guided reading lessons. Through my experience and interactions with other teachers, the ELA block is the most challenging due to its complexity."* (N=2)
Request for additional training in literacy, and in one instance, training in how to conduct literacy and math workshops as per assessment data	• *"Add phonics teaching to elementary courses."* • *"Class on how to use National or State testing to drive instruction. How to complete math stations based on data."*
Request for greater sharing between Special Education and General Education	• *"I would have the SPED (Special Education) majors in more of the core content classes that the GEN ED (General Education) teachers take."* • *"More classes to prepare for students with special needs."*

Thus, these data are congruent with information regarding what respondents felt was of less value to commencing their career as teachers, except the responses are more specific and granular in nature. Further the themes identified areas that have been noted across surveys with exiting candidates, completers, and employers. Some examples include communication with parents, assessment, and targeted work in literacy at the P-6 level. The themes indicated here as well as in other data sets are being explored by the EPP to consider changes that include:
- Targeted professional development for early childhood, elementary, and special education candidates to reinforce workshop and assessment around literacy.
- Continued alignment between undergraduate and MAT coursework to ensure increased time in clinical settings.

Other suggestions will be considered by the Unit Assessment Committee such as training in how to communicate with P-12 learners' parents. Unfortunately, some of the suggestions are much more difficult to address (for example, separating groups of prospective middle school teachers from groups of prospective secondary students in various classes) due to structural and institutional constraints, but all feedback – from completers and their employers – will be considered as the EPP continues to examine the needs of its candidates.

Summary of Completer Survey Results

Substantiated and further described by the qualitative results enumerated above were the data derived from respondent's answers to queries on a Likert-scale. The congruence between these responses suggests reliability, and informs the retention of programmatic strengths – such as:
- students' early immersion in fieldwork;
- the year-long internship;
- courses that merge professor's understanding of how theory is reconciled with the realities of practice;
- methods courses; and,

- the use of teacher training practices that equip EPP completers to effectively plan lessons and execute them through the cultivation of well-functioning learning environments.

Also evident from these data are suggestions for improvement as per completers' perceived areas of relative professional weakness, as well as the degree to which this variance is associated with the training they had as pre-service teachers at Winthrop. Again, the concordance between results from Likert-scale data and qualitative responses to open questions suggests these data, much like the results above, are reliable. As such, areas that are likely to warrant programmatic improvement are:
- more training in executing literacy workshops/how to teach elementary aged learners reading and writing (ongoing efforts are underway);
- more training in interpreting authentic assessment data, including those used to assess young readers strengths and weaknesses;
- additional training in differentiating instruction, including to meet the needs of EL's, culturally diverse learners, and other student populations such as those with IEP's and 504 plans (included in ongoing professional development initiative work);
- more training on how to communicate with P-12 students and caregivers; and,
- delineating which classroom management and pedagogical approaches are optimal for middle school learners, which are most appropriate for secondary-level learners, and which can inform the practices often used for elementary school learners, such as reading workshops.

Validity and Reliability of Completer Surveys

As was the case for the employer survey, the pre-existing completer survey was a proprietary instrument, created and disseminated by SKYfactor. Psychometric properties of the survey were reported to be adequate, making use of this tool a practical utility in meeting CAEP Standard 4. Yet, response rates were low in part because recipients of the survey did not know it was coming from Winthrop – instead it appeared to be an email from an unknown entity entitled, SKYFactor. To address this issue, the Unit Assessment Committee reviewed a survey designed to assess completer's professional efficacy, and examined the clarity of each question, the practical utility of queries, as well as whether some key competencies were missing from the measure. This protocol was analogous to the one used to refine the employer survey – i.e., committee members made changes to the queries individually, submitted the changes, deliberated over the alterations as a group, and synthesized final changes to the instrument.

<u>Future Assessments of the Measure</u>

To assess the quality of this measure, the committee will administer the survey (in person, on paper) again to a small group of recent completers in the fall 2019. Upon completion of the survey, these respondents will be asked to indicate if the wording within each question is stated

clearly, if the scaled choices are confusing or hard to define, if they detect any leading queries, and the like. Modifications to the survey will then be made accordingly.

Once a "final" iteration of the survey is ready, and sample sizes permit, the Unit Assessment Coordinator will run an exploratory factor analysis to determine if queries correspond with the constructs they are designed to measure. If some questions appear to be irrelevant to the constructs being assessed, then they will be removed from the instrument. In addition, the internal reliability of the measure will be assessed using Cronbach's alpha; the goal will be to have a level of internal reliability that is at or above 0.7. Finally, interview data – focused on assessing the same competencies within the completer survey—will be compared to the same participants' survey responses to determine the level of concordance between both (or the convergent validity of the survey). The EPP asserts that use of the procedures above to evaluate and pilot the measure will – most likely – enable it to derive accurate conclusions regarding the degree to which completers of the WU EPP believe they were trained to perform their professional roles.

As noted in the discussion of the employer survey, if sample sizes permit and if the state releases retention and promotion data on the EPP's completers, then an exploration of the predictive validity, or the degree to which variation in completer's perceived preparedness is associated with their longevity and growth in the field of P-12 education, can be conducted.

Interview Methodology

Five recent completers also articulated their perceptions of the degree to which the program equipped them to assume their professional roles. In this context, they described which aspects of the program were most impactful and relevant, and which could be fortified to equip WU completers to deftly navigate through the many professional roles they assume. The Unit Assessment Coordinator conducted these interviews, either in person or by phone. All were executed in an equivalent manner to ensure variation in questioning and attendant protocols would not confound the results.

Sample

Grade Levels Served	District Characteristics	Number of Years in the Field	Discipline
Middle School	District Four	3	Music
Middle School	District Four	2	English
Elementary	District Three	1	5th Grade
Secondary	District One	2	English
Elementary	District Three	1	2nd Grade

Validity and Reliability of Completer Interview

The psychometric properties of the question/s posed during the interview are relatively straightforward, as the questions posed mirrored the examples of evidence provided by CAEP for Standard 4.

Prompt to set expectations of interview:

Can you tell me your perceptions of the degree to Winthrop University's Educator Preparation Program prepared you to perform you various professional capacities? Professional capacities include classroom management, content knowledge, knowledge of instruction, the effective use of technology, knowledge of assessment, professionalism (such as the ability to positively receive constructive feedback, punctuality, collegiality), and the like?

Specifically, the questions posed included:

- *In your opinion, what were the strengths of the Program?*
- *What were the weaknesses?*
- *Is there anything else you wish to share?*

Results

From the interview process, completers identified relative strengths and considerations for more development within the initial preparation program. Categories of strengths are indicated in the chart below with same responses.

Theme	Examples
Year-Long Internship and Extensive Field Work	*"The large amount of practical experience prepared me for my first year- everything other new teachers had to do in induction I had already practiced (long range planning)."* *"Amount of face time with children was very beneficial- by the time I got to internship – I had already worked in different schools and felt I could handle it."* *"Helped me communicate and collaborate with others – made me more comfortable working with teachers, asking for help when needed."* *"I valued the extensive time I had in the field and I watched in-service teachers' good, and less effective, practices."* *"The year-long internship in one locale/classroom was invaluable."* *"Making sure I had experience working with different grade levels was a strength I believe is unique to WU."*
Internship and Content-Area Training	*"Preparation was very good, gave me time to absorb what I needed, internship was very strong, my supervisor very helpful and the English department was amazing – I had a strong foundation for teaching content."*

Classroom Management Training	• *"My classroom management training at WU was very helpful – both via classroom-based didactic instruction and my experiential immersion in the field."* • *"I learned how to set up a classroom, establish policies and procedures, and create basic processes that served as a pre-requisite for effective student learning throughout the entire school year."* • *"My professors at WU always said that if you manage your classroom well, build relationships with your students, and create seamless classroom procedures – everything will build upon that. They were right!"*
The Professors / Winthrop EPP Faculty	• *"I loved my relationship with my professors. We had small class sizes. Dr. BLANK- wonderful instructor; Dr. BLANK was great, as was Dr. BLANK. They took the time to figure out what was best for me. Dr. BLANK helped students in the program feel comfortable. Dr. BLANK brought us to his home – he never reduced his expectations and never made you feel incompetent. He did a demo of a Socratic seminar as an assessment, which I use frequently. I could have never seen myself as a teacher in the absence of his excellent teaching and support."*
Interview/Resume Preparation	• *"I was well prepared for the interview and well prepared to create a high quality resume."*
Understanding Learners in Poverty	• *"The 200 class, use of the Jensen text, and the like - prepared me to effectively work in a Title I school. Now, in my second year of teaching, I will be leading professional development courses in this area so other teachers can learn more about how to meet the needs of learners whose families have limited economic resources."*

The completers also identified relative areas that needed to be considered for improving the preparation experience:

Theme	Examples
Methods Courses	• *"Some of the courses were not as applicable as others – some of the methods classes were not that helpful."*
Instructors / Recency	• *We need teachers (professors) who have taught this stuff recently so we can understand how to apply it. One option – bring in guest teachers – learn from the teacher's voice."* • *"Also wanted to know more about student motivation – musical motivation – things I can do to motivate the band."*
Special Education	• *"Need more instruction on special education. There were not enough courses for me to understand how to meet the needs of students on the autism spectrum."* • *"I felt the teaching students with disabilities class did not focus sufficiently on a wide array of disabilities, diagnostic procedures, Tier 2/Tier 3 interventions, testing requirements and the like."*
Data Analysis	• *"I was very satisfied with my training at WU, however, if there was one area I might improve it would be more data analysis."* • *"I reviewed student data, particularly for edTPA, but I would have liked more experience assessing students' competency/growth via the use of Running Records, math pre-assessments, knowing what to do with data, etc. I did learn more about this in my internship. I also think it would be helpful for us to review RTI binders."* • *"I felt 220 did not cover in sufficient depth how to create math assessments (use of running records would have been helpful as well – but could be covered in the context of reading workshops)."*

Theme	Examples
Reading/Writing Instruction via Workshops_Use of Fountas & Pinnell Data	• *"I think we need more experience in Reading Instruction."* • *"We need more experience with Lucy Caulkins' reading and writing strategies – more experience leading reading/writing workshops."* • *"…More experience with using running records to assess reading fluency and more experience with Fountas & Pinnell (analyzing 'F and P' data to make instructional decisions)." "If my mentor teacher did not model how to do these things during my internship, then I may have been unprepared to assume my role as a classroom teacher."* • *"We also need more training on how to create/run math centers and math rotations, and how to use 'Number Talks' at the beginning of every class."*

Summary

In general the interviews provided more context to support areas of relative strength and need collected in other forms. Although a sample size of 5 is not sufficient for generalization; the experience did provide an exploration of a protocol for future use.

Conclusions from Completer Feedback

WU initial preparation program completer's perceptions of the degree to which their training equipped them to assume their professional roles, as well as which components of that training were most impactful, were consistent between survey and interview respondents. Specifically, among all of these data derived from recent completers are the degree to which they feel equipped to:
- create developmentally appropriate learning experiences;
- provide students with immediate feedback;
- use assessment to guide instruction;
- maintain a climate of openness, fairness and support; accept constructive feedback; and,
- respect student needs and diversity.

In addition, survey respondents and completers who were interviewed both reported the yearlong internship, extensive experience in the field, quality of the WU EPP faculty, and preparation in resume writing/interviewing, to be uniquely valuable aspects of their preservice teacher training.

Completers consistently reported being less well-equipped, as per their training to
- integrate technologies and teach literacy;
- modify instruction in order to meet student needs/address cultural differences and needs of learners;
- manage classroom behaviors; and,
- engage in ongoing reflective practice.

Thus, additional training in how to teach literacy and English/Language Arts to young learners; how to use authentic assessment data to plan instruction; and, how to manage classroom behaviors using various systems/techniques are likely to fortify WU completers' skills upon entering the field. Also noted to be of value is how to meet the needs of learners with disabilities as well as those who are "at-risk".

Connections to Other Surveys

Alumni Survey: The University office of Accreditation, Accountability and Academic Services at Winthrop University, *not the College of Education (COE)*, disseminated an alumni survey to the undergraduate and graduate degree recipients from August 2015 through May 2017. Fifteen responded to a question asking, "Reflecting on your time at Winthrop University, what were the best aspects of your overall education?" Twenty percent said, "Field experiences, internship, and/or 'hands-on experience' I had at WU"; and, forty percent said, "professor mentorship, small class sizes, "family" community, and/or support from professors," which are analogous to the responses provided by completers who offered feedback via the survey or an interview.

Teacher Preparation Exit Survey: All initial preparation program candidates, at the close of their Internship, are required to take an exit survey that asks respondents to use a four point scale (ranging from strongly disagree to strongly agree) to indicate the degree to which the WU prepared him/her to perform professional roles in the realms of
- assessment;
- diverse needs of learners;
- instruction;
- classroom management;
- literacy;
- technology, and,
- professional learning, as well as ethical practice.

Likert-scale survey results indicate that the majority of candidates – at the close of their training – are satisfied with their level of preparation and the EPP in general. Additional data derived from survey responses indicated areas of relative strength as well as areas that warrant improvement. The data (summary of three most recent completer cohorts) show that relatively speaking (more than 55% in strongly agree) the initial preparation program strengths include preparing teachers in training to effectively engage in a) planning and instruction; b) establishing the learning environment; c) collaborating with other professionals; d) engaging in reflective practice; and e) assuming their professional responsibilities. The data show that relatively speaking (more than 10% in disagree and strongly disagree) the initial preparation program could improve in focusing more heavily on a) use of large scale assessments; b) methods used to teach/work with ELs; c) strategies used to teach literacy; d) how/when to communicate with students' caregivers/families; and e) various uses of technology. In addition, the candidates taking this survey were asked to answer two open-ended questions pertaining

to the EPPs strengths and areas for improvement. These qualitative [data](#) are also consistent with the feedback from stakeholders in other data sets.

The EPP recognizes that Standard 4 is focused on completer impact and their preparedness to assume several professional roles; however, assessing the levels of congruence between responses from candidates at the completion of their course of study with responses from recent completers enables the EPP to evaluate the reliability of these appraisals. Given the reliability of results across measures, the EPP is confident the architecture of its initial plans for continuous improvement and looks forward to assessing the efficacy of these changes in meeting the needs of its candidates and completers over time.

Demographics information from SKYFactor Survey of Completers (N=119)

Gender	N	%
Female	98	82.4%
Male	21	17.6%
Transgender	0	0%
Other	0	0%

RACE/ETHNICITY (REPORTING ONLY)	N	%
White	97	81.5%
Black or African American	17	14.3%
Two or more races	3	2.5%
Hispanic (regardless of race)	1	0.8%
American Indian/Alaska Native/First Nation	1	0.8%
Asian	0	0%
Native Hawaiian or other Pacific Islander	0	0%
Race and ethnicity unknown	0	0%

Graduation Year	N	%
5 or more years ago	9	7.6%
3 to 4 years ago	54	45.4%
1 to 2 years ago	48	40.3%

Locally Created Completer Survey

1. Completers selected the *characteristics that are consistent with the school in which* s/he *are employed*.
    a. Urban
    b. Suburban
    c. Rural
    d. Elementary School
    e. Middle School
    f. High School
    g. Charter School
    h. 50% or more students on Free or Reduced Lunch
    i. 75% or more students on Free or Reduced Lunch
2. Completers selected the *current teaching assignment (grade band)*.
    a. P-2
    b. 3-5
    c. 6-8
    d. 9-12
    e. other
3. Completers selected the *current teaching assignment (primary subject)*.
    a. Multidisciplinary
    b. Social Studies
    c. World Languages
    d. Special Education
    e. Visual Art
    f. Theater
    g. Dance
    h. Music
    i. Physical Education
    j. Math
    k. Science
    l. English/Language Arts
    m. Other
4. *List the SC licensure area/s you earned through your teacher preparation program at Winthrop University.*
5. *Overall, how effective do you feel as a teacher?* (Scale 1 – Highly Effective to 4 Unsatisfactory)
6. *Please rate your level of agreement regarding the degree to which your Educator Preparation Program at Winthrop trained you to perform the tasks of teaching below.* (Scale 1 = Unsatisfactory to 5= Extremely Effective)
    a. *Align instruction with state adopted standards at the appropriate level of rigor*
    b. *Develop developmentally appropriate learning experiences*
    c. *Maintain a climate that fosters inquiry*

    d. *Integrate appropriate and available technologies to support student learning and teach literacy strategies across the curriculum*
    e. *Convey high expectations to all students*
    f. *Respect students' differing needs and diversity*
    g. *Modify instruction to respond to student needs*
    h. *Incorporate strategies for students with IEPs or 504 plans*
    i. *Incorporate strategies that address cultural differences and the needs of learners*
    j. *Select appropriate formative assessments to monitor learning*
    k. *Use diagnostic student data to plan lessons*
    l. *Provide immediate and specific feedback to promote student achievement*
    m. *Design and/or select summative assessments to determine mastery of learning objectives*
    n. *Use a variety of assessment tools to monitor student progress*
    o. *Manage individual and class behaviors through a positive support management system*
    p. *Maintain a climate of openness, fairness and support*
    q. *Establish effective classroom routines and procedures*
    r. *Model effective communication skills*
    s. *Collaborate with colleagues*
    t. *Engage in ongoing reflective practice*
    u. *Accept constructive feedback*
    v. *Apply knowledge of rights, legal responsibilities, and procedures related to ethical practice*

7. *Please indicate which components of your teacher training were the most valuable to you as you began your career.* (open-ended)
8. *Please indicate which components of your teacher training were the least valuable to you as you began your career.* (open-ended)
9. *If you were to add to or alter the program in any way, what would you change?* (open-ended)
10. *Since your graduation from Winthrop, please indicate what (if any) additional education you received or additional certifications you earned.* (open-ended)
11. *Since you graduated from Winthrop, please record below any awards or honors you have received.* (open-ended)

Teacher Preparation Intern Survey Three Cohort Summary
2015-2016; 2016-2017; 2017-2018

Question/Area	Strongly Agree		Agree		Disagree		Strongly Disagree		(blank)		Total
The Winthrop teacher education program prepared me to:	#	%	#	%	#	%	#	%	#	%	#
Assessment											
... interpret and use large –scale assessment data (e.g. MAP, PASS, EOG, NAEP).	326	43.2%	250	33.1%	126	16.7%	25	3.3%	28	3.7%	755
... create diagnostic, formative and summative assessments.	402	53.2%	254	33.6%	62	8.2%	9	1.2%	28	3.7%	755
... use assessment data to drive instruction.	408	54.0%	247	32.7%	60	7.9%	13	1.7%	27	3.6%	755
Diverse Needs of Learners											
... effectively teach students who are English language learners.	332	44.0%	285	37.7%	102	13.5%	9	1.2%	27	3.6%	755
... effectively teach students who have disabilities.	376	49.8%	268	35.5%	74	9.8%	10	1.3%	27	3.6%	755
... effectively teach students who have gifts and talents.	343	45.4%	286	37.9%	89	11.8%	10	1.3%	27	3.6%	755
... effectively teach students who live in poverty.	387	51.3%	268	35.5%	65	8.6%	8	1.1%	27	3.6%	755
Instruction and Learner Engagement											
... plan lessons that are appropriate for my subject and grade level.	449	59.5%	219	29.0%	52	6.9%	8	1.1%	27	3.6%	755
... understand and teach my academic content.	443	58.7%	219	29.0%	56	7.4%	9	1.2%	28	3.7%	755
Learning Environment											
... effectively employ positive behavioral interventions and supports.	419	55.5%	237	31.4%	62	8.2%	9	1.2%	28	3.7%	755
... have a well-managed classroom.	416	55.1%	240	31.8%	63	8.3%	9	1.2%	27	3.6%	755
Literacy											
... use literacy strategies in my content area.	393	52.1%	256	33.9%	70	9.3%	8	1.1%	28	3.7%	755
Professional Learning and Ethical Practice											
... communicate effectively and work collaboratively with other professionals.	430	57.0%	234	31.0%	55	7.3%	8	1.1%	28	3.7%	755
... communicate effectively with caregivers and families.	406	53.8%	242	32.1%	70	9.3%	10	1.3%	27	3.6%	755
... engage in continual reflection and refinement in my teaching.	437	57.9%	232	30.7%	51	6.8%	8	1.1%	27	3.6%	755
... integrate research-based practices into my teaching.	407	53.9%	253	33.5%	58	7.7%	10	1.3%	27	3.6%	755
... understand the rights and responsibilities of students, teachers, and parents.	435	57.6%	232	30.7%	53	7.0%	8	1.1%	27	3.6%	755
Technology											
... use technology to promote student learning.	407	53.9%	242	32.1%	68	9.0%	11	1.5%	27	3.6%	755
Grand Total	**3068**	**53.5%**	**2186**	**38.1%**	**386**	**6.7%**	**63**	**1.1%**	**33**	**0.6%**	**5736**

Open Response Results from Teacher Preparation Survey

Emergent Strengths	
Theme	**Examples**
Field Work / Field Experience	Many cited the yearlong internship as a unique strength of the Program. • "I think the greatest strength of this preparation program is the amount of field work that we have throughout the program. I especially appreciate the year-long internship and being able to start working in the classroom even before students arrive. My internship has helped me feel more prepared for to start my first year teacher than I anticipated.
Technology Class / Methods Coursework	• *"I really enjoyed the technology course, EDCO 305. I learned a lot from that course and have used some of the ideas in my internship."* • *[Strengths of the Program are] "content classes, ECED and ELEM methods"*
Preparedness	• *"I felt prepared in most, if not all, aspect of teaching going out into my internship. You equipped me well. Thank you for this program and the outstanding education I received these last four years."*
Diversity, meeting the needs of diverse learners	• *[Strengths of the Program are] "working with diverse learners."*
Assessment	• *"Teaching me how to differentiate and use assessment data to guide my instruction. Also how to work with ELLs and work collaboratively with a team."*
Professors	• *"The professors in the program are amazing!"* • *"The teachers really cared about the content that they were teaching. They made sure to provide us with their knowledge and expertise that could help us in the future. The teachers are also very welcoming and willing to assist you and they want to see you do well."*
Classroom management	• *"I also feel that we have been given some good insight into what it takes to manage the behaviors in the classroom and some tools to deal with difficult situations."*
Lesson planning	• *"Lesson planning was the biggest strength. They came so easy when it came to planning."*
Emergent Weaknesses	
Theme	**Examples**
Assessment	Students wish to learn more about **large scale testing, as well as how to use Fountas & Pinnell (F&P) data/use running records** • *"…more on assessments, especially large scale assessments and data"* • *"More info on understanding MAPs (Measures of Academic Progress) data, more info on utilizing F & P."*
Diverse Learners	Students wish to learn more about **how to accommodate learners with disabilities and/or gifted and talented learners.** • *"My minor recommendation would be more SPED (Special Education) classes for the general education majors, simply because i had needs in my class this year (internship) that I was not prepared to deal with."*
Communication / organization	Without specifics, students mentioned that the program was disorganized. • *"More organized. It is very changing and confusing for the students to keep up with."* • ***Courses taken spring of senior year** (Students would like to take EDCI 210 and EDCI 410 fall semester of senior year.)* • *"EDCI 210 (Democracy in Education) should be taken Fall semester of Senior year- NOT spring semester. It was too much to juggle with a full-time internship. I liked the online aspect of it and feel that the content was important, but it was too late into the internship to be applicable."*
Technology	Students would like to learn more about **today's classroom climate, including the realities in some schools that have limited technology use.** • *"However, at my school, the Internet goes down a lot and at some schools I have interviewed at, technology is not their number one priority. This showed me that technology is not at the forefront of every school like how Winthrop portrayed it to be."*
Placements	Students requested having field visits spaced out more evenly so they do not have to get to know their K-12 learners in fits and starts.
Classroom Management	• *"Have us take a classroom management class. I struggled with this aspect in my internship, and I believe it is because we have not had a class to help prepare us for dealing with a hectic classroom*."

Teacher Evaluation	• *"I would recommend a meeting/class on teacher evaluations such as SLP because my teacher is doing this currently. I think that it would also be helpful to learn about ADEPT since we are evaluated and graded using the scale."*

District Information for All Standard 4 Data Collection Efforts
These data were collected from district websites and 2018 school report cards.

District One
Data Collection Activities
- Interviews
- Student Achievement Data
- Employer Surveys
- Completer Surveys

Characteristics
District One is a suburban district of approximately 15,000 students across 16 schools. A rapidly growing district, employing close to 2000, the district has opened new schools regularly over the past 5 years. Based on the District's most recent school report card, student performance on the SC Ready English Language Arts and Mathematics tests (grades 3 to 8) indicate that the percentages of students who scored at the *met* or *exceeding* levels were 66% and 72% respectively. Student performance on End-of-Course Exams in English 1 and Algebra 1 indicated that 81% and 87% earned a "C" or better, respectively. The average ACT composite is 22 and SAT Composite is 1143. These scores and the districts' graduation rate of 94% are higher than the state average. The student population has a lower diversity index than the state, and approximately 20% of students in this district are eligible for "free or reduced lunch."

District Two
Data Collection Activities
- Interviews
- Student Achievement Data
- Employer Surveys
- Completer Surveys

Characteristics
District Two is a rural district with approximately 5300 students and more than 800 employees. The district includes 15 schools of various sizes and types. Based on the District's most recent school report card, student performance on the SC Ready English Language Arts and Mathematics tests (grades 3 to 8) indicate that the percentages of students who scored at the *met* or *exceeding* levels were 27% and 25%, respectively. Student performance on End-of-Course Exams in English 1 and Algebra 1 indicated that 46% and 54% earned a "C" or better, respectively. The average ACT composite is 16.4 and SAT Composite is 1015. These scores are slightly lower than state averages, as is the district's graduation rate of 84%. The student population has a higher diversity index than the state, and approximately 67% of students in this district are eligible for "free or reduced lunch."

District Three
Data Collection Activities
- Interviews
- Employer Surveys
- Completer Surveys

Characteristics
District Three – which serves a medium size city – is comprised of approximately 18,000 students and more than 2,400 employees. The district includes 27 schools of various sizes and types. Based on the District's most recent school report card, student performance on the SC Ready English Language Arts and Mathematics tests (grades 3 to 8) indicate that the percentages of students who scored at the *met* or *exceeding* levels were 39% and 43% respectively. Student performance on End-of-Course Exams in English 1 and Algebra 1 indicated that 57% and 67% earned a "C" or better, respectively. Their SC Ready scores (grades 3 to 8) were slightly lower than state percentages, yet the two end-of-course percentages were slightly higher than the state. The

average ACT composite is 18.3 and SAT Composite is 1041. The district has a graduation rate of 83% which exceeds the state average. The student population has a higher diversity index than the state, and approximately 53% of students in this district are eligible for "free or reduced lunch."

District Four
Data Collection Activities
- Interviews

Characteristics
District Four is a rural district with approximately 5250 students and more than 800 employees. The district includes 15 schools of various sizes and types. Based on the District's most recent school report card, student performance on the SC Ready English Language Arts and Mathematics tests (grades 3 to 8) indicate that the percentages of students who scored at the *met* or *exceeding* levels were 32.5% and 46.5% respectively. Student performance on End-of-Course Exams in English 1 and Algebra 1 indicated that 54% and 61% earned a "C" or better, respectively. These testing results are very similar to state averages, yet the district has a graduation rate of 85% which exceeds the state average. The average ACT composite is 18.3 and SAT Composite is 1011. The student population has a lower diversity index than the state, and approximately 57% of students in this district are eligible for "free or reduced lunch."

District Five
Data Collection Activities
- Interviews

Characteristics
District Five is geographically large, and regions of the district range from suburban upper class to rural low income. A smaller city is included within the district. The district has approximately 13,000 students and includes 22 schools of various sizes and types. This district is growing, especially in the regions of the county that are accessible to a large metropolitan city. Based on the District's most recent school report card, student performance on the SC Ready English Language Arts and Mathematics tests (grades 3 to 8) indicate that the percentages of students who scored at the *met* or *exceeding* levels were 40.5% and 46.5% respectively. Student performance on End-of-Course Exams in English 1 and Algebra 1 indicated that 51% and 56% earned a "C" or better, respectively. These testing results are very similar to state averages, yet the district has a graduation rate of 83% which exceeds the state average. The average ACT composite is 17.7 and SAT Composite is 1016. The student population has a slightly lower diversity index than the state, and approximately 47% of students in this district are eligible for "free or reduced lunch." However, to illustrate the demographic diversity in socioeconomic status, the range by school for "free or reduced lunch" is from 17% to 92% (both of which are elementary schools).