

Learning from the Bright Spots: Examining Student Achievement Data During COVID-19

September 27, 2022



Moderator



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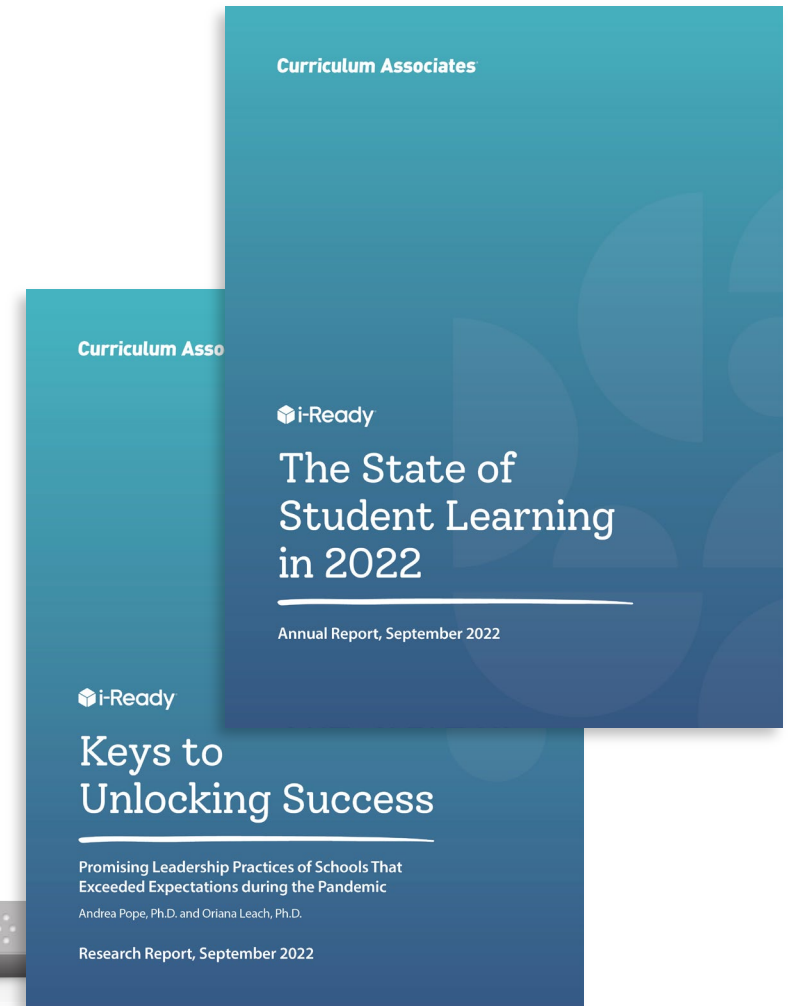
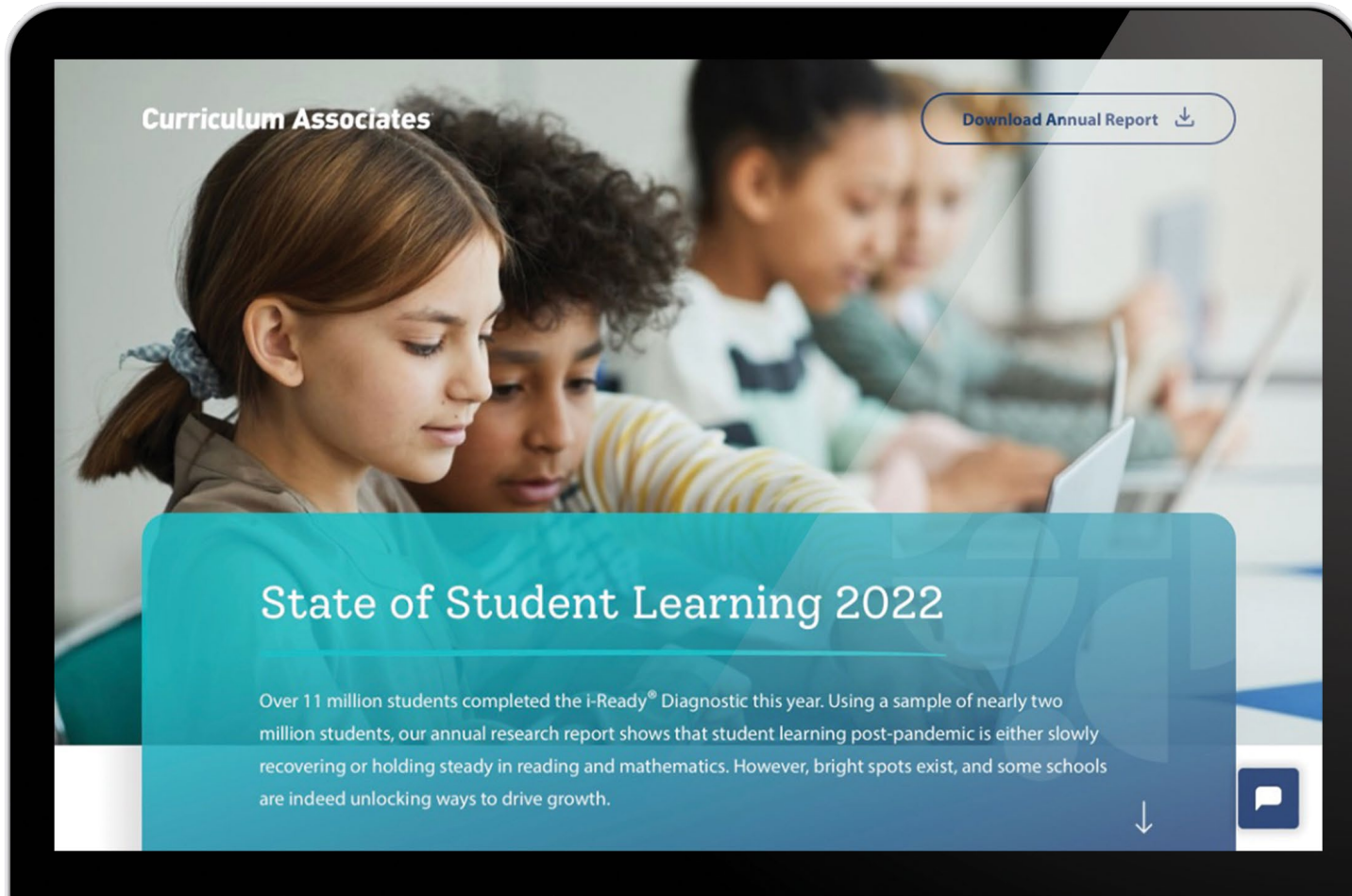


Dan Goldhaber PhD
Director Calder Center
AIR



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The State of Student Learning in 2022



Who Is Included in This Report?

1,619,810

students who took the Diagnostic for Reading are included in these analyses.

1,829,247

students who took the Diagnostic for Mathematics are included in these analyses.

Reading

6,423,557 students took the Diagnostic for Reading between March 2, 2022 and June 15, 2022.

2,423,537 students met historical comparison sample inclusion criteria.

2,412,451 students took the Diagnostic in school.

1,619,810 students were in schools with demographic data and completed the Diagnostic in school in spring 2021.

Mathematics

7,244,212 students took the Diagnostic for Mathematics between March 2, 2022 and June 15, 2022.

2,788,849 students met historical comparison sample inclusion criteria.

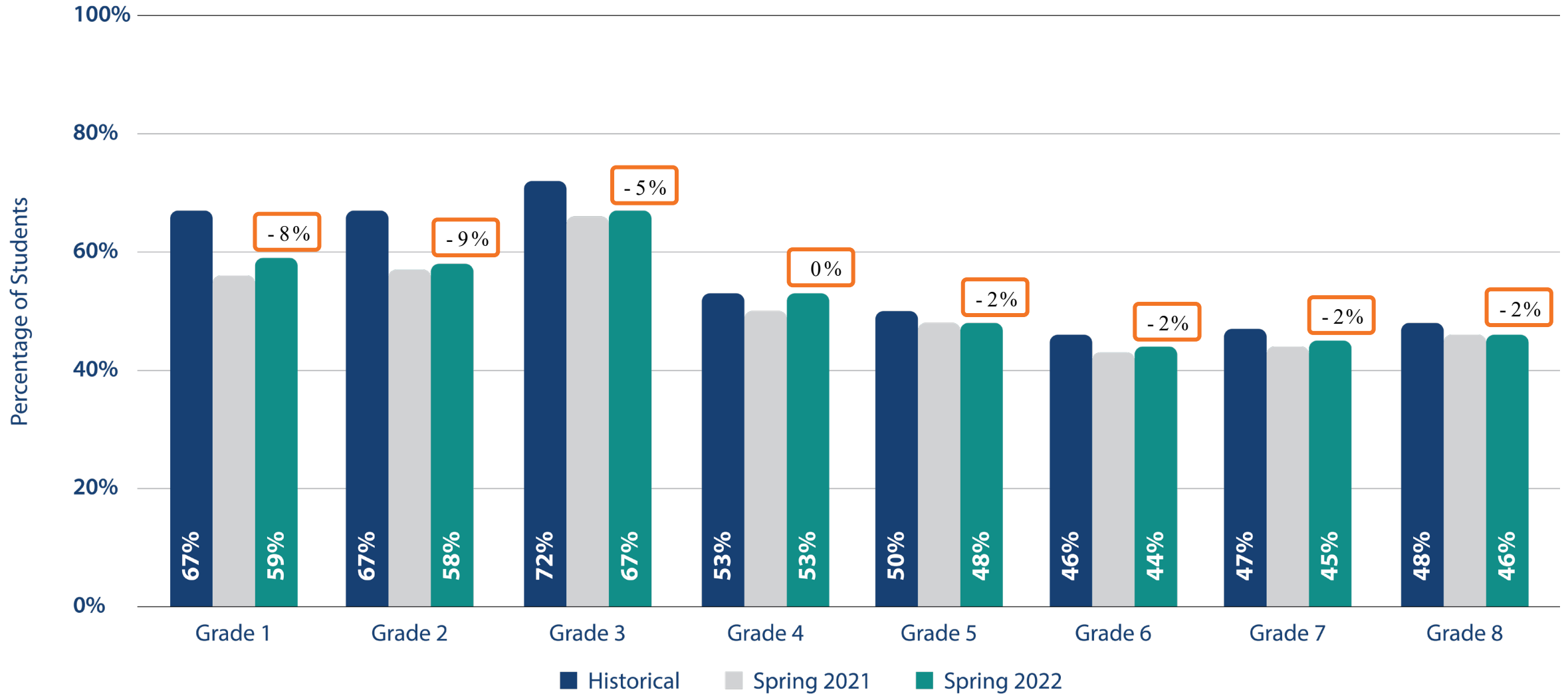
2,777,935 students took the Diagnostic in school.

1,829,247 students were in schools with demographic data and completed the Diagnostic in school in spring 2021.

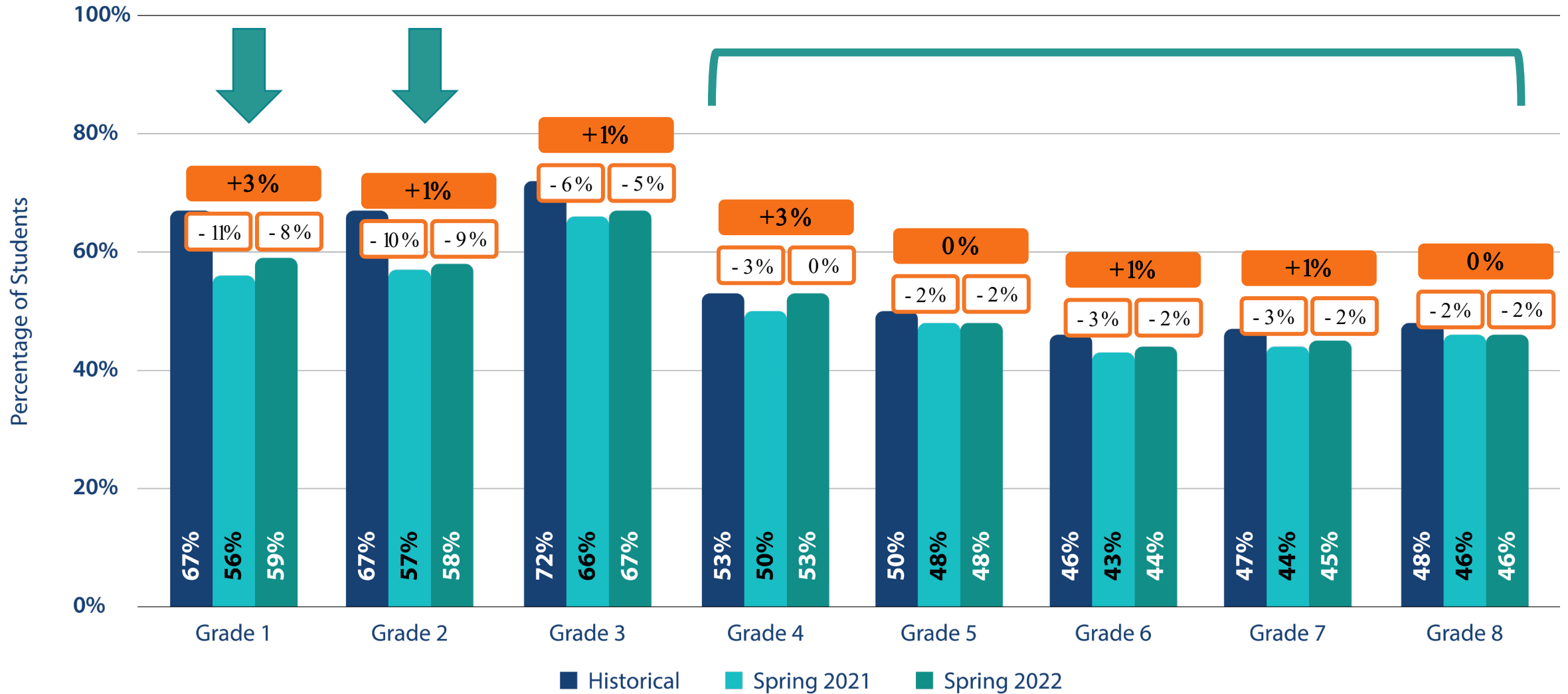
Key Findings from Spring 2022

1. Upper-elementary and middle school students are close to pre-pandemic levels of reading achievement. Even so, less than half of all Grades 6–8 students were on grade level.
2. Among elementary school students, those in early grades (i.e., Grades K–3) continue to experience the largest setbacks in reading—especially in foundational reading.
3. In mathematics, upper-elementary and early middle school students are furthest behind the pre-pandemic averages.
4. Fewer students are on grade level in Number and Operations and in Algebra and Algebraic Thinking than prior to the pandemic.
5. Results disaggregated for students in majority Black or Latino schools and in lower-income neighborhoods reveal that historical inequities in achievement relative to students in majority White and higher-income neighborhoods persisted, and in some cases, were exacerbated.
6. In both reading and mathematics, the percentage of students who are below grade level generally remained the same or increased from 2021 to 2022, indicating that the distance from the historical average is growing.

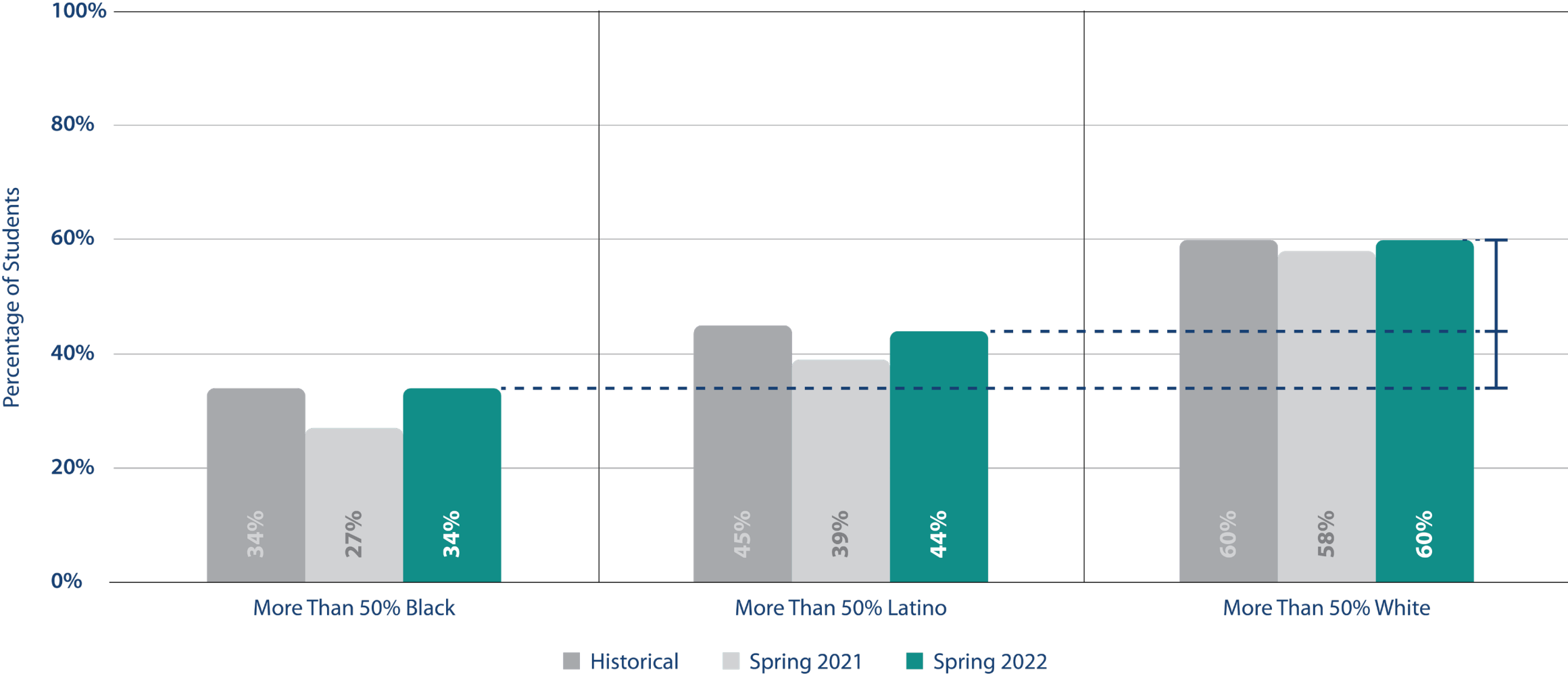
Fewer Elementary Students On Grade Level in Reading



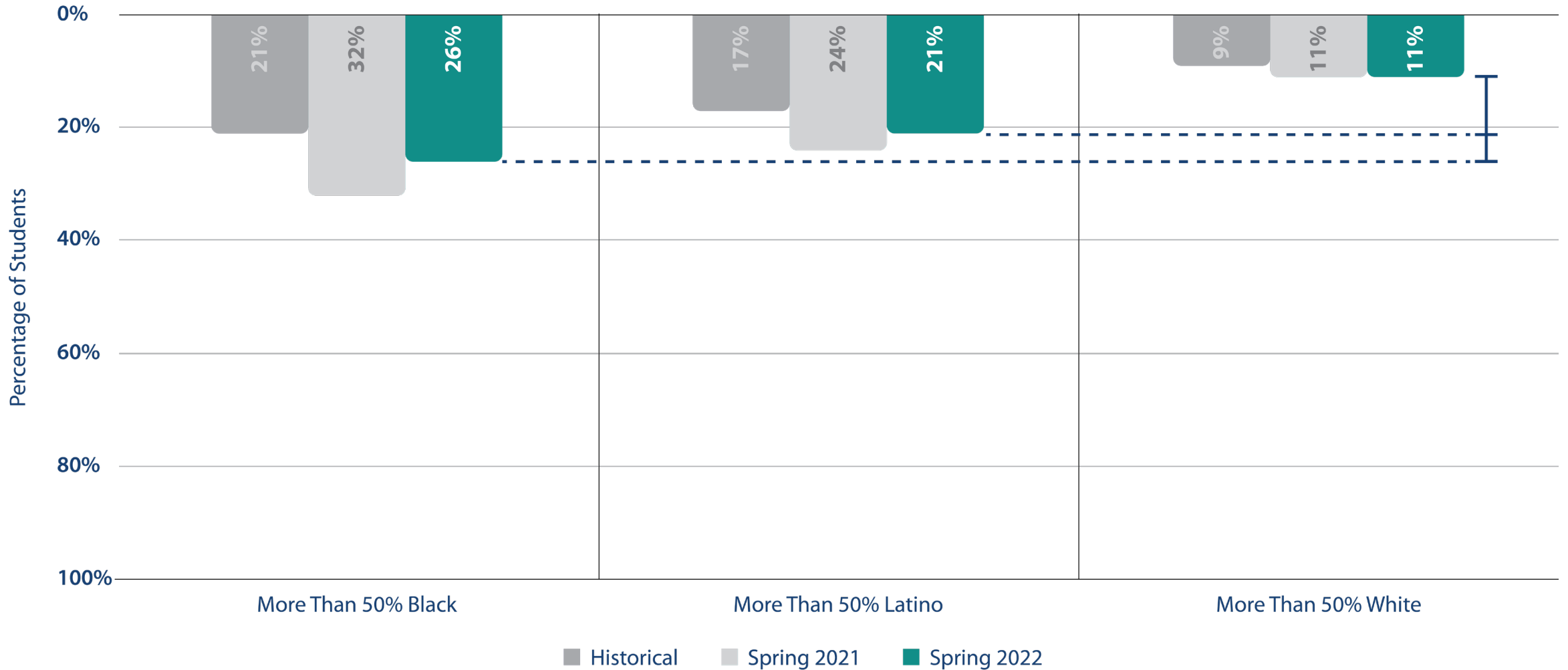
Fewer Elementary Students On Grade Level in Reading



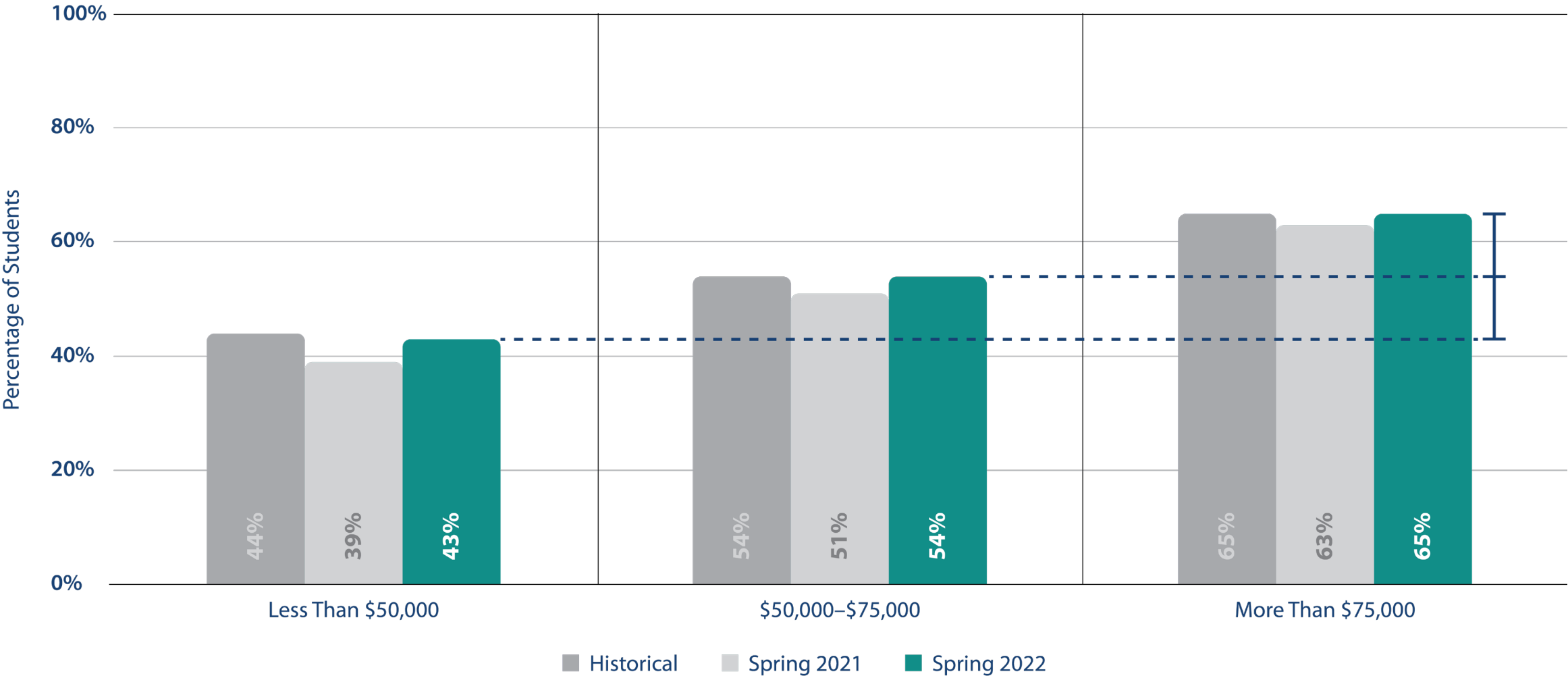
Grade 4 Students in Majority Black and Latino Schools Show Improvement; Historical Inequities Persist



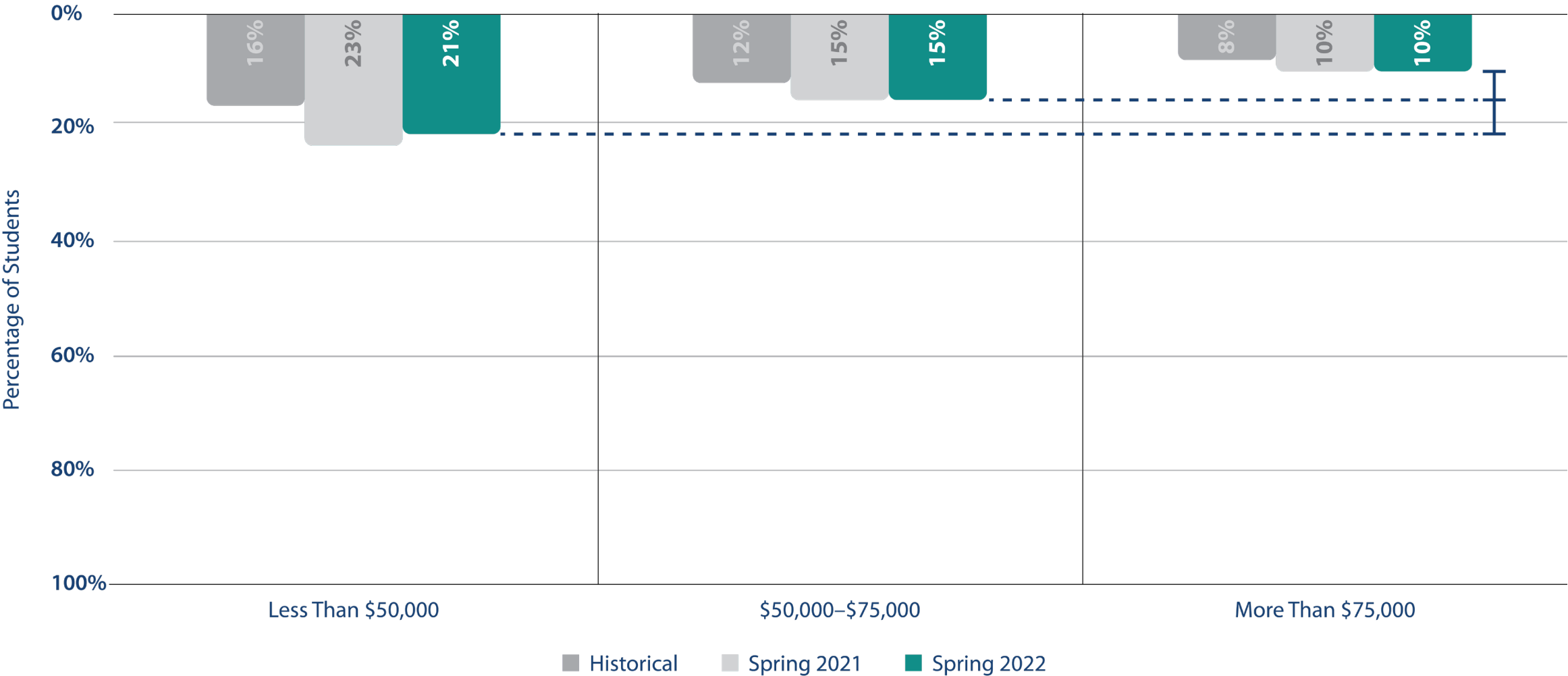
Fewer Students in Majority Black and Latino Schools with Unfinished Learning; Historical Inequities Persist | Reading



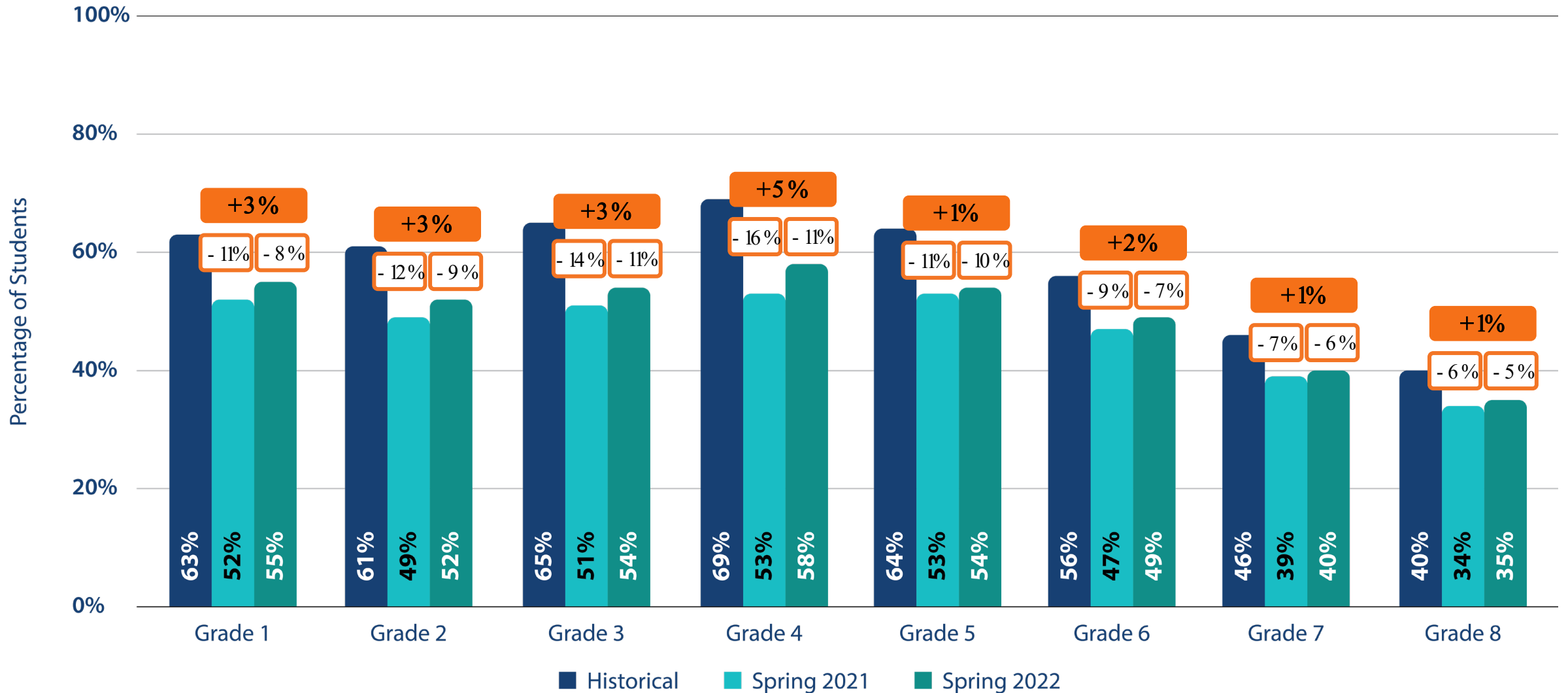
Grade 4 Students in Schools in Lower-Income Zip Codes Show Improvement; Historical Inequities Persist



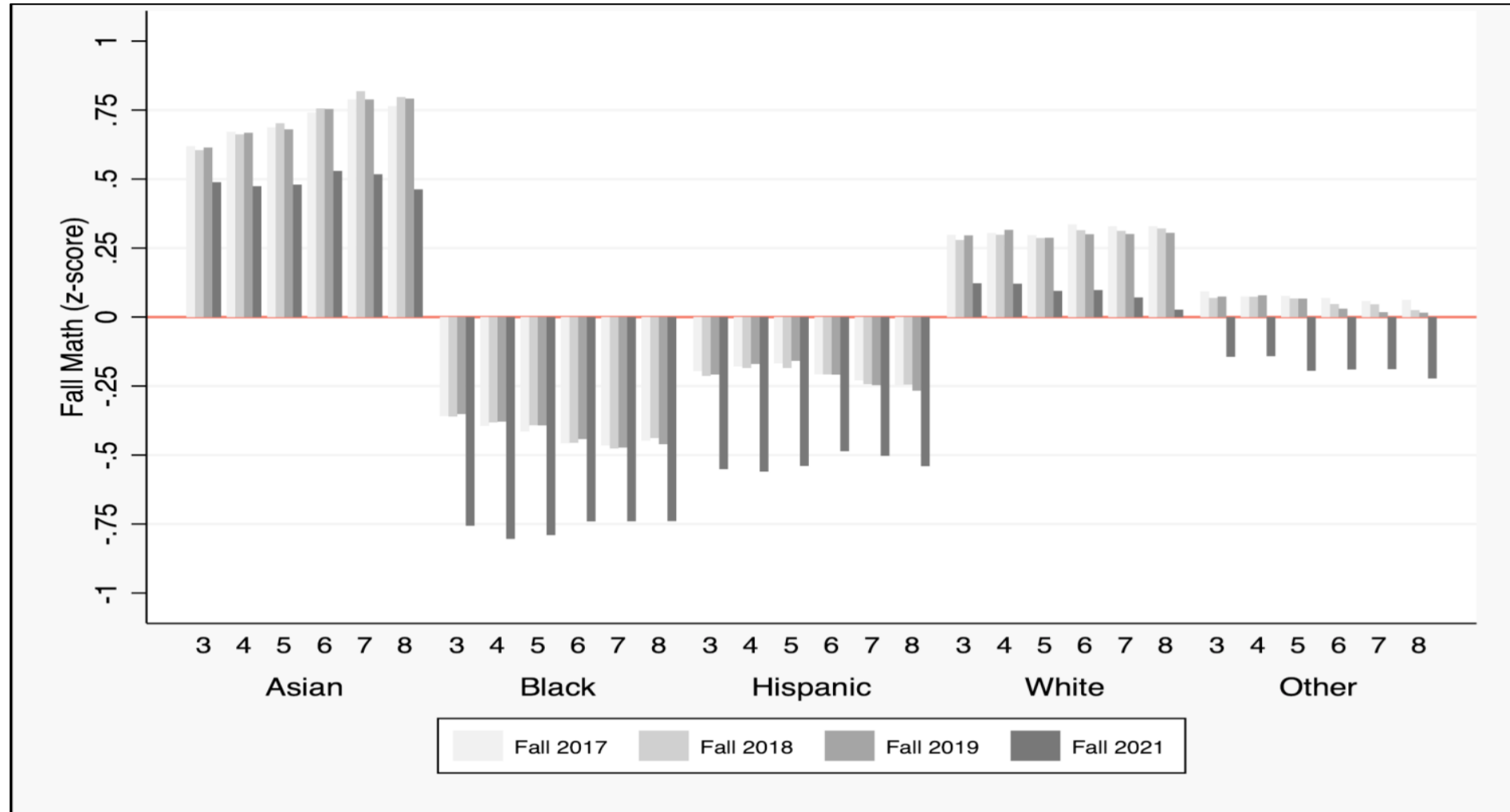
Grade 4 Students in Schools in Lower-Income Zip Codes Show Improvement; Historical Inequities Persist



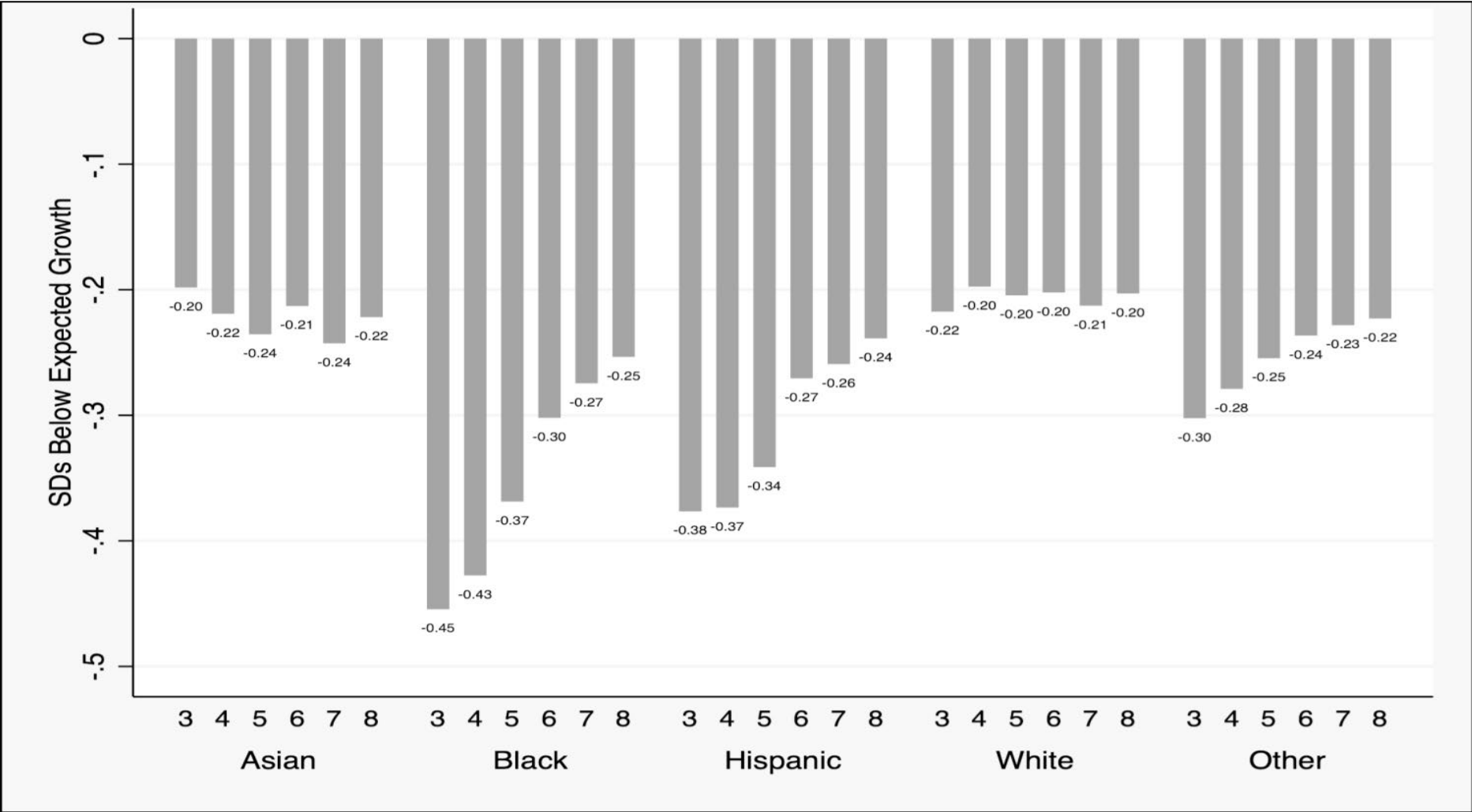
Fewer Students Are On Grade Level in Mathematics



Trends in Math Achievement

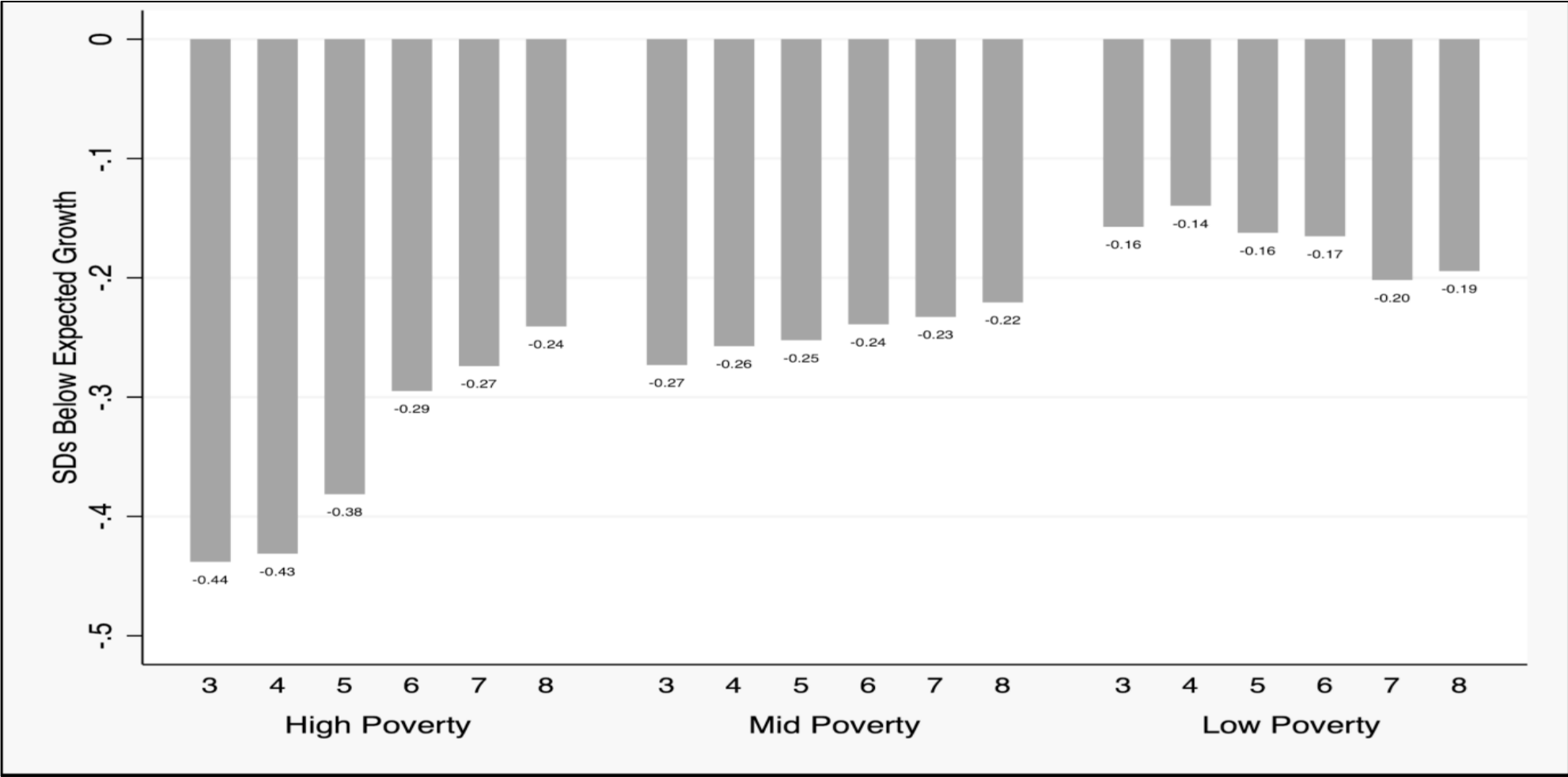


Trends in actual vs. predicted growth by Race and Ethnicity



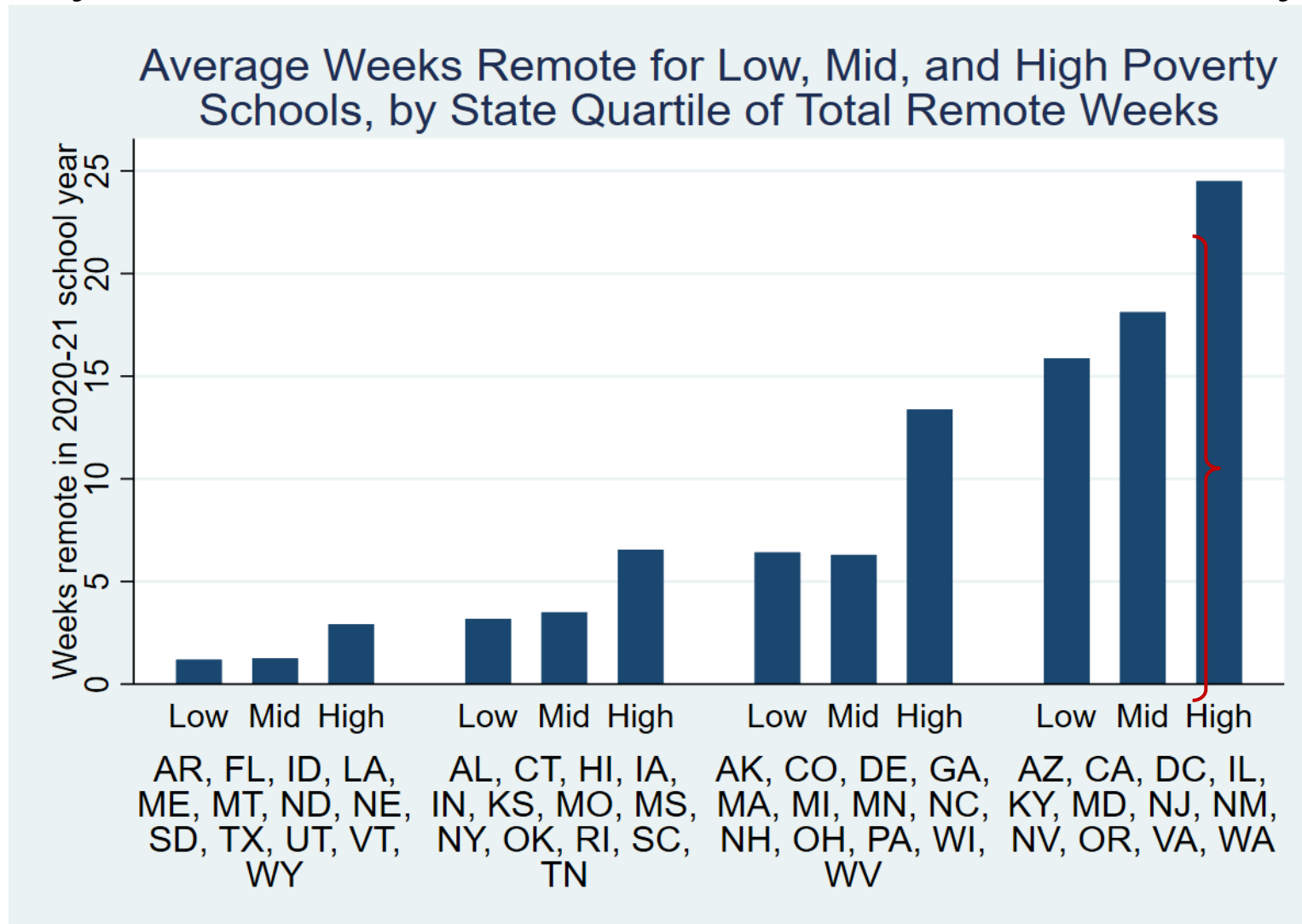
<https://caldercenter.org/publications/comprehensive-picture-achievement-across-covid-19-pandemic-years-examining-variation>

Trends in Actual vs. Predicted Growth



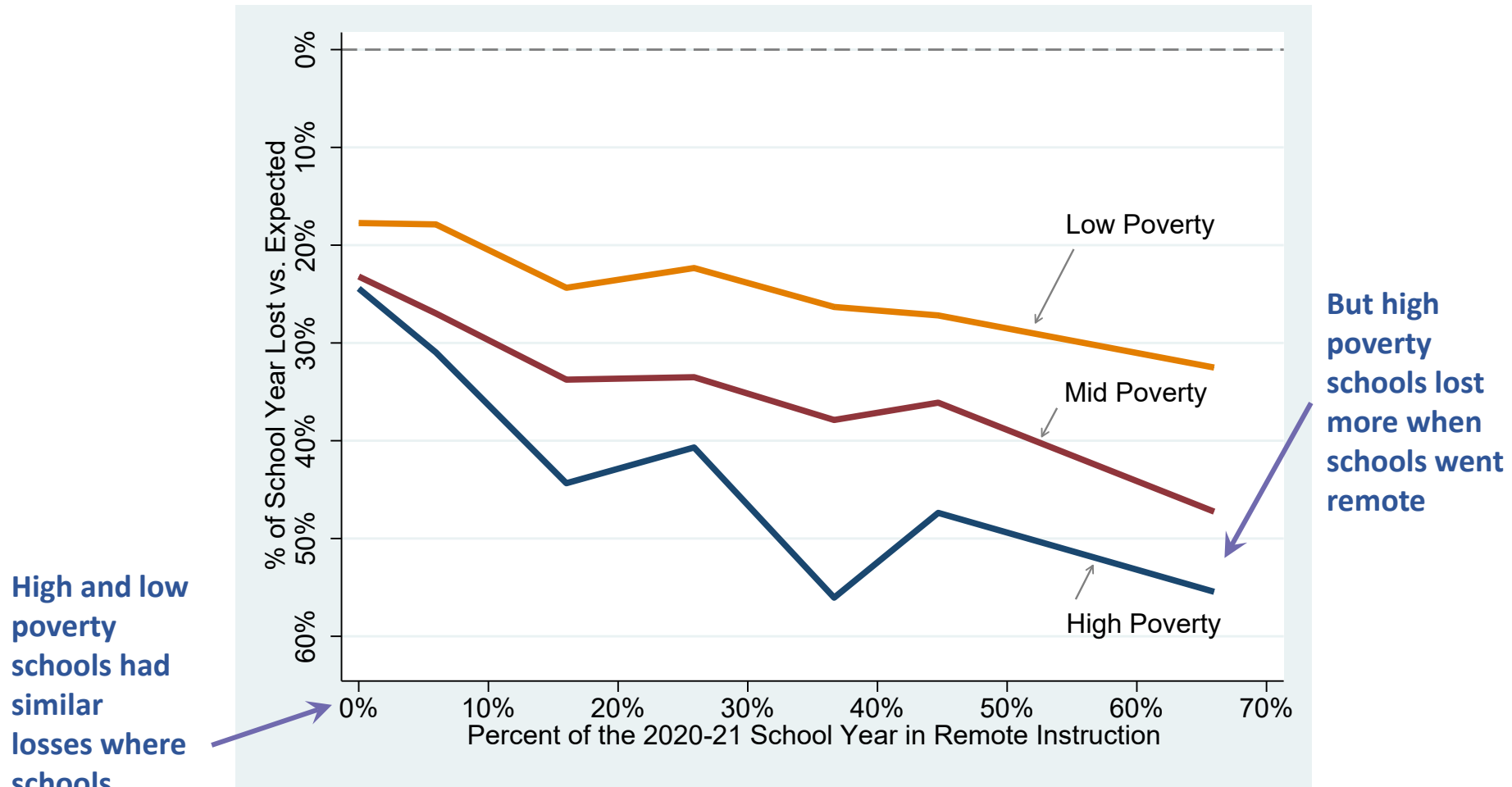
<https://caldercenter.org/publications/comprehensive-picture-achievement-across-covid-19-pandemic-years-examining-variation>

Why? Some of this due to differences in modality?



High poverty schools spent more weeks in remote instruction.

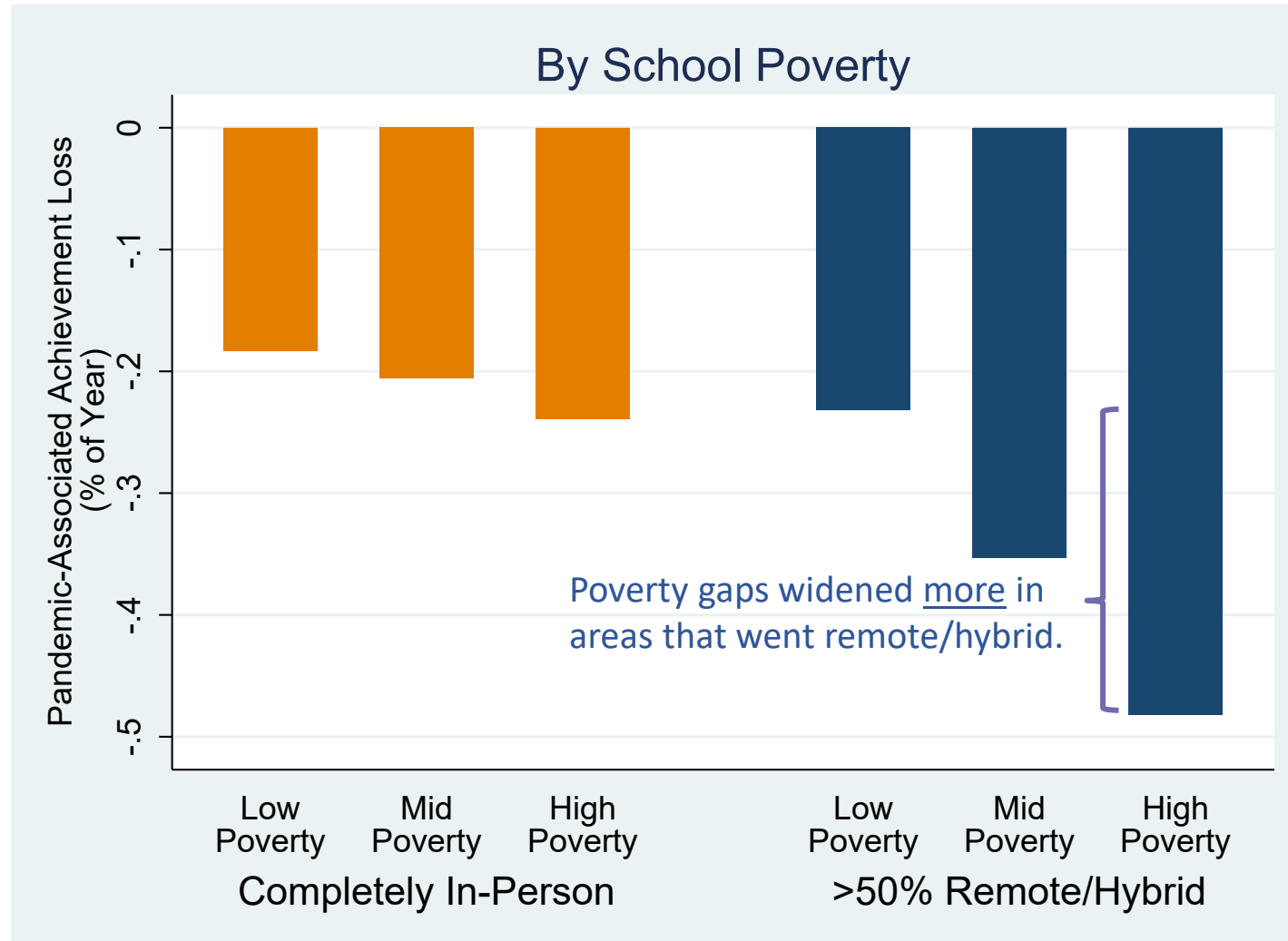
Consequences of remote instruction were more negative for high poverty schools



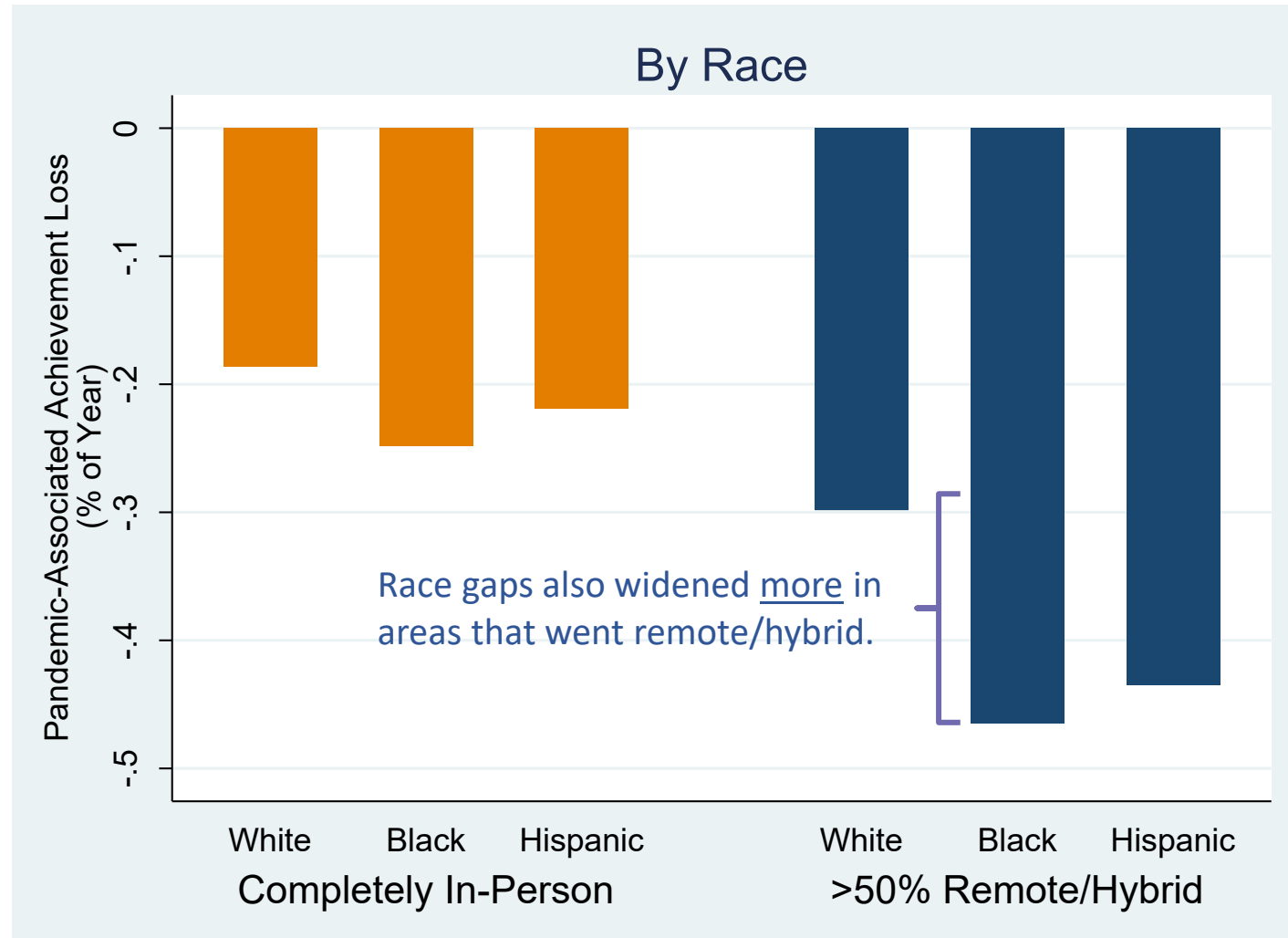
High and low poverty schools had similar losses where schools remained in person.

But high poverty schools lost more when schools went remote

Achievement gaps widened where schools went remote/hybrid



Achievement gaps widened where schools went remote/hybrid



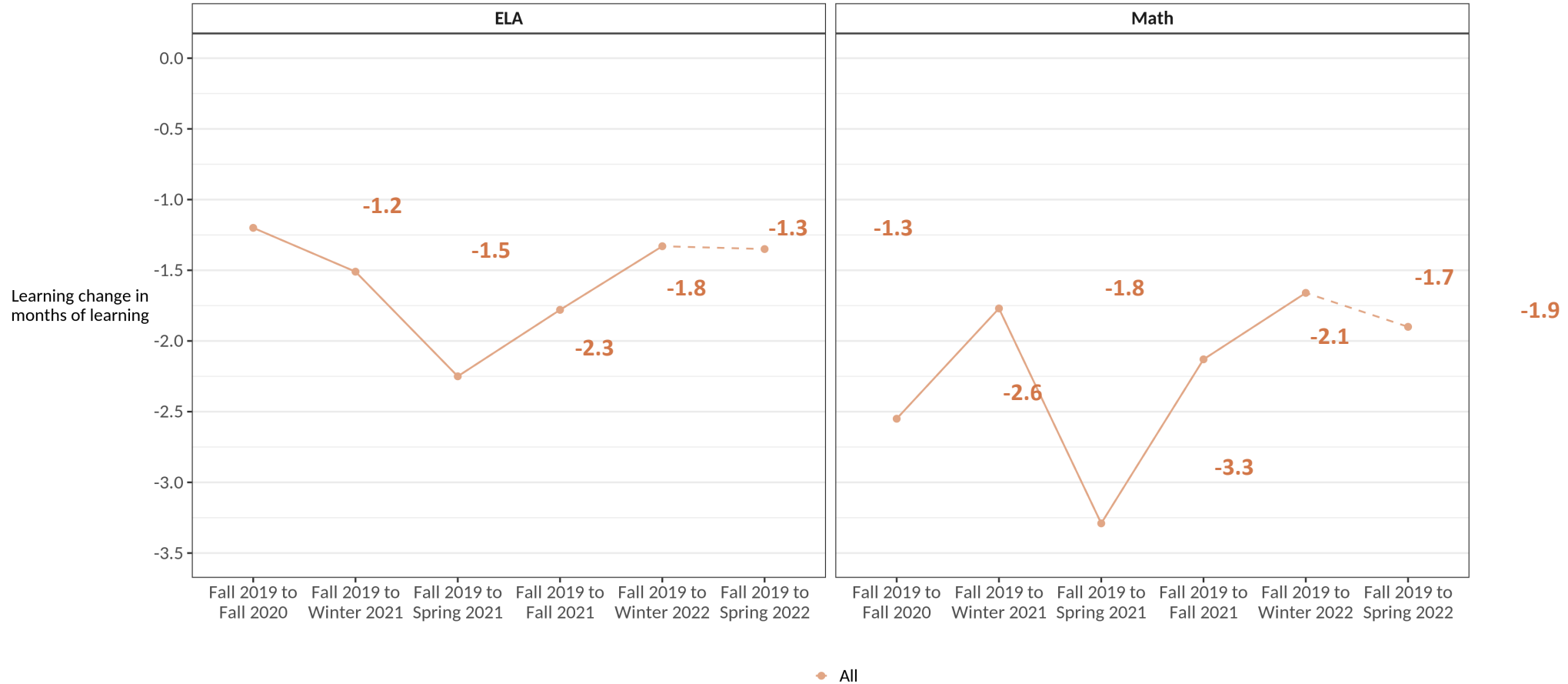
Data Used in South Carolina



- Data from MAP, i-Ready, STAR, and SC READY
- Results include students in **grades 4-8**
- Data from **54 districts** and **~100,000 students**

Learning Change Over Time

Learning Change since COVID-19: All



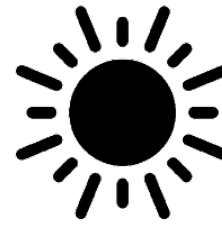
Districts are Implementing a Range of Recovery Initiatives



Tutoring or
pull-outs



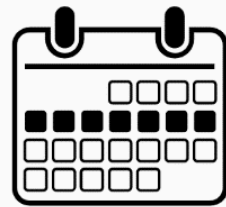
Saturday
programs



Summer
learning



Virtual
learning
platforms



Extended
years



Out-of-school
time programs

x2

Double-dose
periods

And a Range of Targeting Strategies

Test score thresholds

Grade-levels

Opt-in

Attendance

Teacher recommendation

Course performance

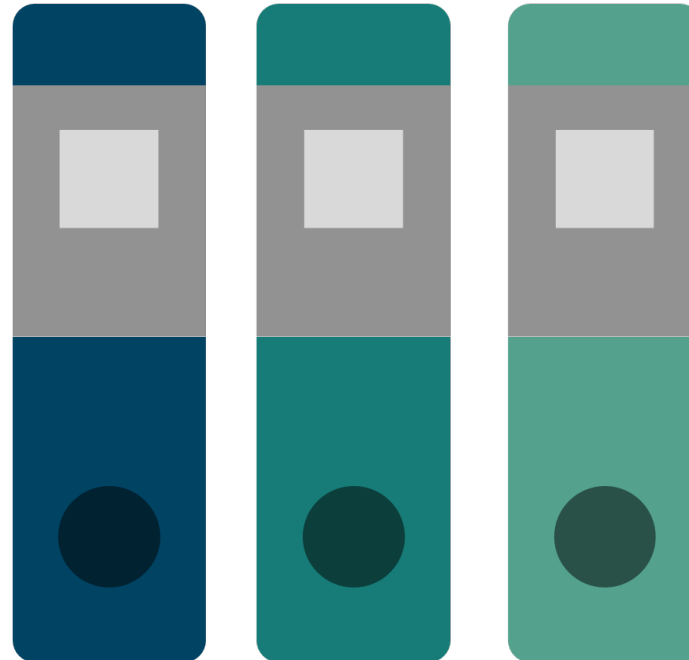
What have you seen that is making a difference?

Future Forward



ONE-ON-ONE TUTORING

Intensive, high-dosage one-on-one tutoring provides students with customized, individualized instruction based on the science of reading. Future Forward tutoring is research-proven to increase student literacy skills, school-day attendance, and overall academic success.

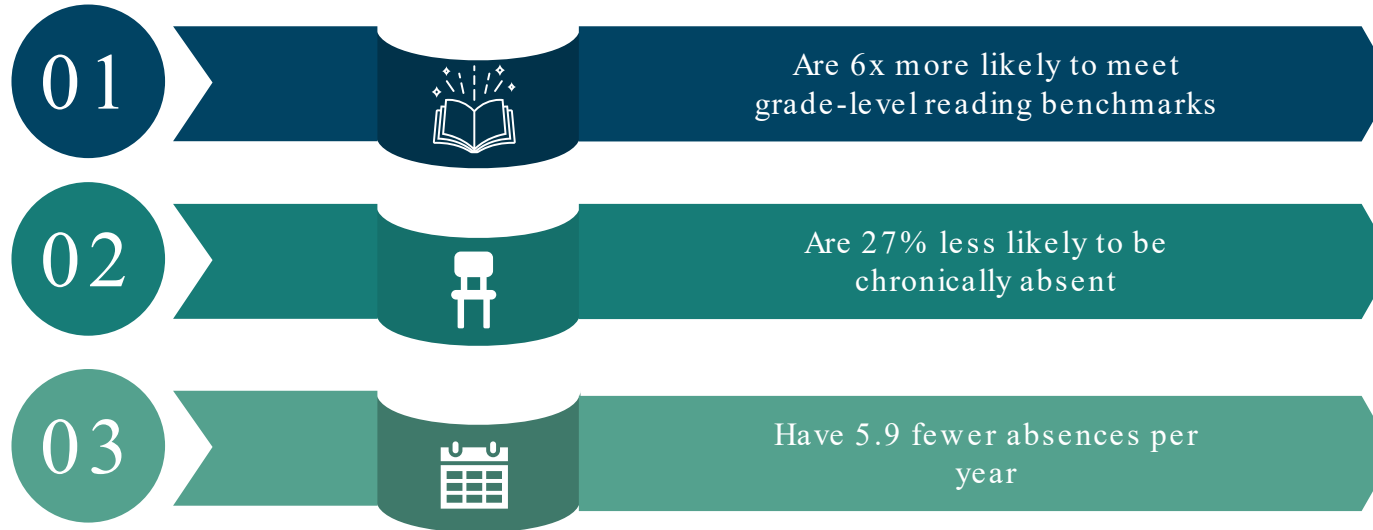


FAMILY ENGAGEMENT

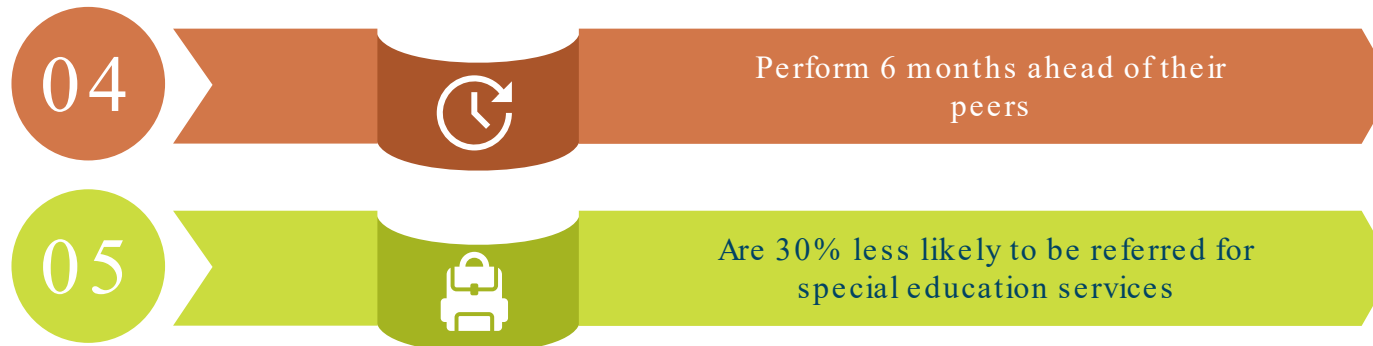
Highly trained Family Engagement Coordinators connect regularly with parents and caregivers with phone calls and text messages, newsletters, home visits, and fun monthly family events—all designed to increase skills in support of students' reading and overall academic success.

Future Forward: Evidence to Date

Future Forward students:



Five years after participating, Future Forward students:



Rally Analytics Platform

student view

classroom view

administrator view

Rally Analytics Platform

let's rally!

MY DATA

MY TOOLBOX

Modify your search:

Focus on students who need support as measured by

▲ Math Achievement Tier currently in ▲ grade 7

as of ▲ Fall 20-21

70 students in EA District in grade 7 are in tier 2 or 3 for math achievement

KEY

– 70 Students in EA Middle

download 

▼ by name	MATH TIER - OVERALL ⓘ ▼ Achievement • Progress ▼	ELA TIER - OVERALL ⓘ ▼ Achievement • Progress ▼	WELLBEING - OVERALL ⓘ # of check-in to learn more responses ▼ Personal • Interpersonal ▼
Alonzo Ater	High Need ▲▲ High Need	Low Need ▲▲ Low Need	4 0
Andre Albee	High Need ▲▲ High Need	Low Need ▲▲ High Need	2 0
Ara Allaire	Moderate Need ▲▲ Moderate Need	High Need ▲▲ High Need	0 1
Briana Bosworth	High Need ▲▲ High Need	High Need ▲▲ High Need	4 0
Brittaney Berney	High Need ▲▲ High Need	Low Need ▲▲ Low Need	1 1
Buffy Bramble	Moderate Need ▲▲ High Need	Moderate Need ▲▲ High Need	2 0
Carletta Cunningham	High Need ▲▲ High Need	High Need ▲▲ High Need	4 2
Chau Chenard	High Need ▲▲ High Need	Moderate Need ▲▲ High Need	2 0



What Are the Promising
Practices That Emerged from
Schools That Exceeded
Expectations?

Phases of Research

Purpose: To learn from schools with economic disadvantages and schools serving a majority of students of color that **exceeded expectations** during the challenging 2020–2021 academic year with respect to the growth of **students Two or More Grade Levels Below** in reading/mathematics.

PHASE 1

Identify schools that exceeded expectations during the 2020-2021 academic year using *i-Ready Diagnostic* data.

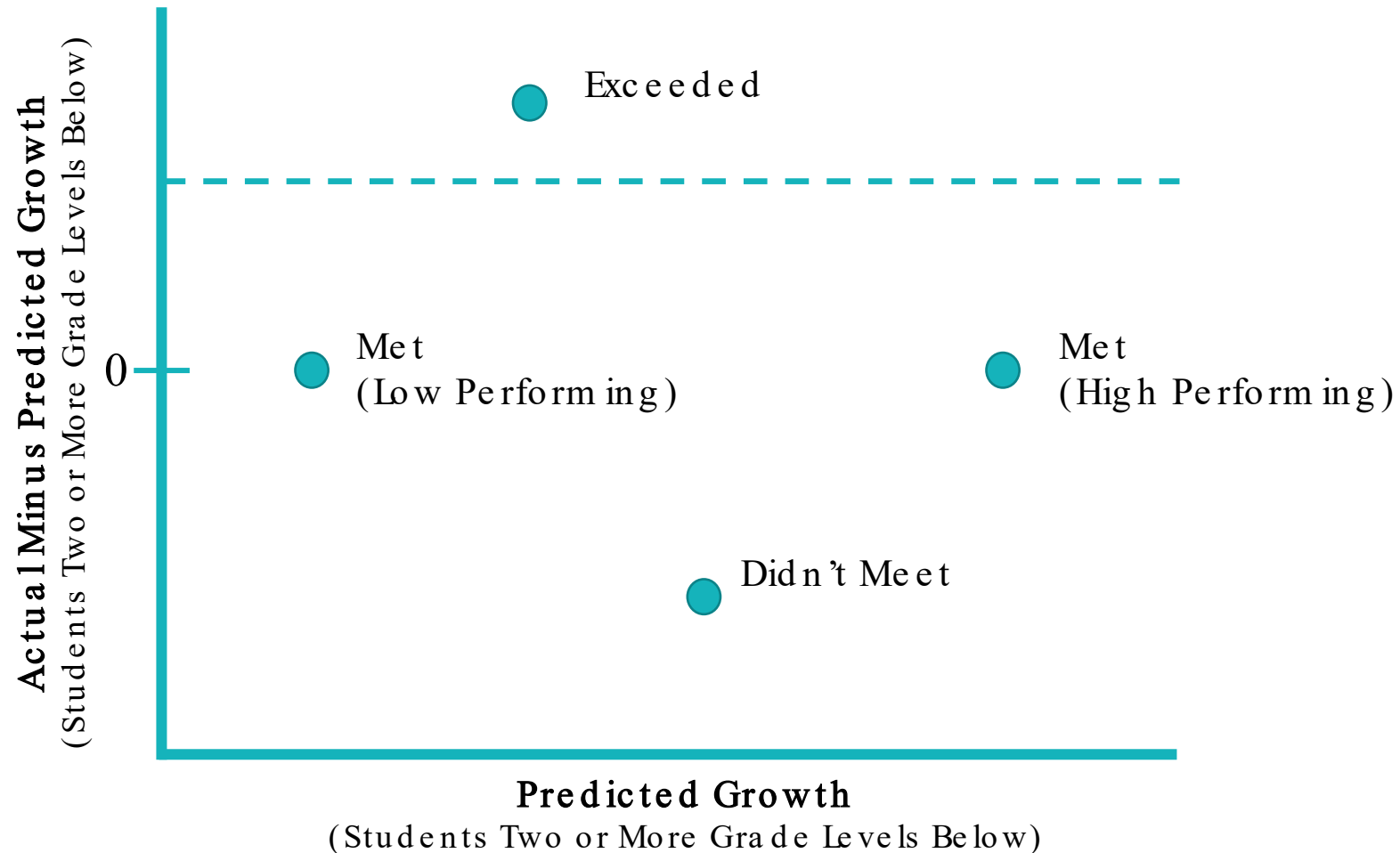
PHASE 2

Interview district leaders and school administrators from select schools serving students with economic disadvantages and/or predominantly students of color.

PHASE 3

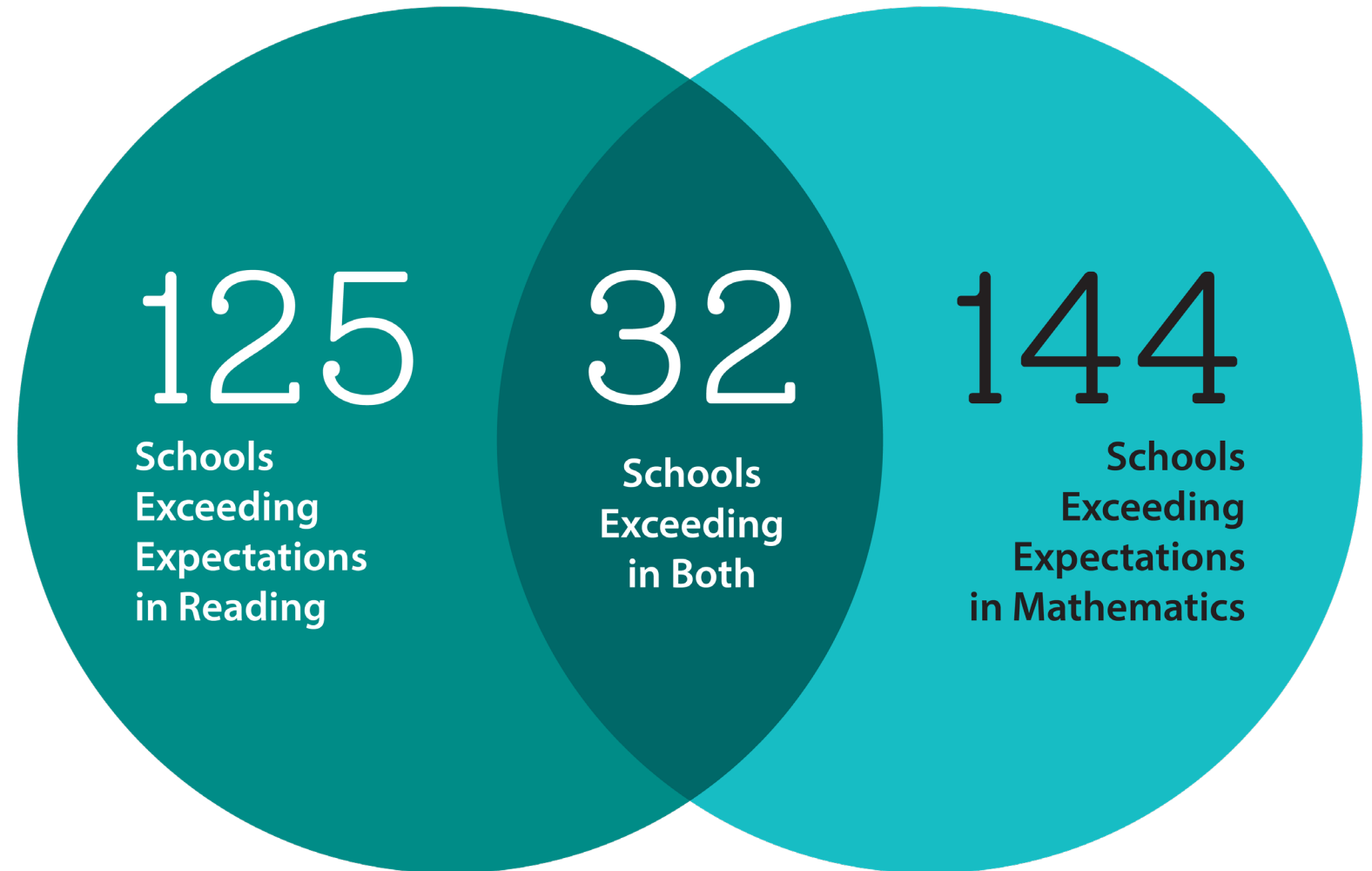
Identify promising district- and school-level practices for supporting below-grade level students.

How Did We Determine Which Schools Exceeded Expectations?



Hundreds of Schools Exceeded Expectations

Of the **301** schools that exceeded expectations, **47%** had economic disadvantages, and **23%** served predominantly students of color.



Promising Leadership Practices

Key 1

Cultivate educator mindsets that support student success.

Key 2

Create a culture of data.

Key 3

Prioritize meeting the needs of the whole child.

Key 4

Create a school environment that engages and inspires students.

Key 5

Enhance teacher practice with more resources and support.

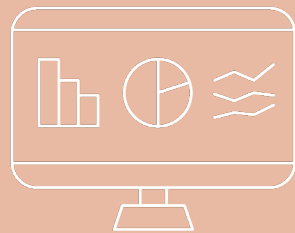
Key 6

Strengthen connections with families.

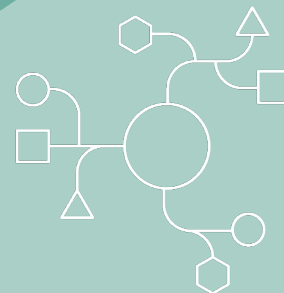
How do we build local capacity to use data to inform practice?



**Evidence-Based
Professional Development**



**User-Centered
Design**



**Data
Infrastructure**

Strategy Workshop

The image displays several screenshots of the Strategy Workshop application interface:

- Onboarding Screen:** Features a welcome message, a description of the tool's purpose for South Carolina teachers, and a circular diagram of the Instructional Improvement Cycle with four steps: 1. Select an Instructional Strategy, 2. Implement the Strategy, 3. Collect Data on Strategy Implementation, and 4. Analyze the Data and Reflect on the Results.
- Progress Dashboard:** Shows a "Hello, M. Lopez!" greeting, a "Study Progress" bar, and a "Current Study" section for "Assist students in monitoring and reflecting on the problem-solving process" with an 89% completion rate.
- Instructional Strategies List:** A table listing various strategies such as "Assist students in monitoring and reflecting on the problem-solving process" and "Teach students to intentionally choose from alternative algebraic strategies when solving problems." Each entry includes a rating, a percentage, and a star rating.
- Strategy Detail View:** A detailed view of a strategy, showing its title, description, and a table of implementation data. The table includes columns for Strategy Name, Teacher Feedback, Student Feedback, and Effect Size.

The Why & How of the Coalition of the Willing (CoW) Districts



ESSER was about getting \$\$\$ out the door

Reporting requirements failed to do much to track precisely how \$ is spent and whether it's working



Knowing nature of initiative and assignment to treatment is necessary to describe efficacy of intervention



Timing matters (ESSER funds have to be spent by 2025)

To inform decisions, we needed to work w/ interim assessments, NWEA is a natural



CoW assembled based on 3 criteria:
1) size; 2) capacity; 3) interest

12 urban school districts enrolling a total of 800,000 students

Questions & Discussion

Upcoming GLR Learning Tuesdays Webinars:

FUNDER-TO-FUNDER WORKSHOP

Discovering Pathways to Astonishing Success in Connectivity

Co-sponsored by The Patterson Foundation

Tuesday, October 4, 12:30 - 1:30pm ET/9:30 – 10:30am PT

LEARNING LOSS RECOVERY CHALLENGE

Getting Results with REACH: A Model for Successful Learning Loss Recovery

Co-sponsored by Foundations, Inc.

Tuesday, October 4, 3–4:30pm ET/12–1:30pm PT

CRUCIBLE OF PRACTICE SALON

Bringing Dolly Parton's Imagination Library to Every County

October 11, 12:30-2pm ET/ 9:30-11am PT

LEARNING LOSS RECOVERY CHALLENGE

Engage Every Student: Building Community Connections to Expand OST Access

October 11, 3-4:30pm ET/12–1:30pm PT

Join us!

gradelevelreading.net @readingby3rd #GLReading #LearningTuesdays #GLRKeepers

