2020-21 Academic Progress Update: Lessons from the Pandemic

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OVERVIEW

- 2020-21 Learning Program
- The Data Story
- Learning from / Meaning of the Data
- Next Steps: Short & Long Term

2020-21 K-12 Learning Program

- **FULL VIRTUAL** March - June 2020

- **HYBRID** September 2020 - APRIL 2021

- **FULL-TIME IN PERSON & FULL VIRTUAL** April - June 2021

- ❏ **EXPECTED SEPTEMBER 2021:**
    - ○ FULL-TIME IN PERSON
    - ○ FULL VIRTUAL "option"?

The Data Story: ELA

Benchmark Assessment System in Reading (K-5, Fall, Winter, and Spring)
- Identifies a student's independent and instructional reading levels. (Fall, some Winter, Spring)
- Teachers observe student reading behaviors, track fluency, and engage in comprehension conversations,
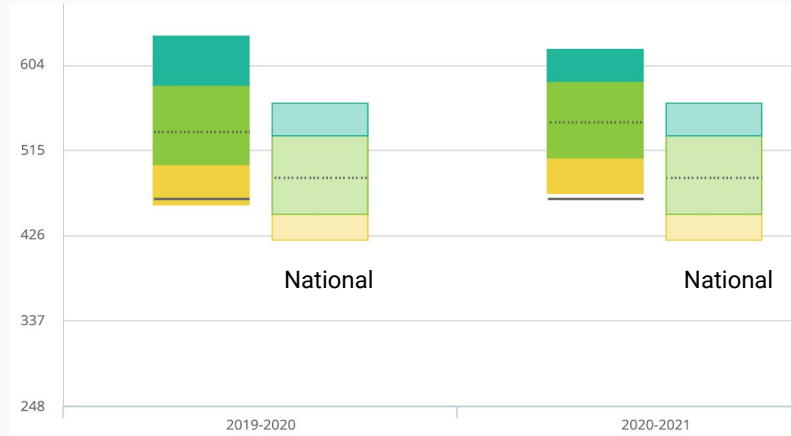- Used to affect instruction

AIMSweb Plus (K-8, Fall, Winter and Spring)
- Assesses reading and phonemic awareness
- Subtests measure discrete literacy skills necessary to be a proficient reader. Subtest scores are combined into one "composite score"
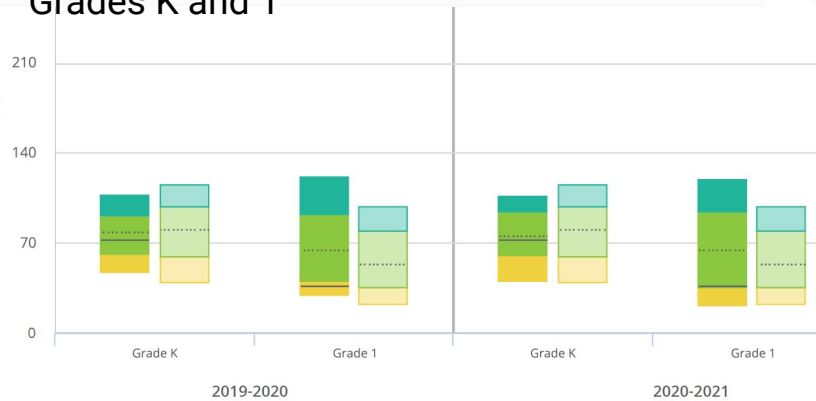
Classroom assessments, small group work and conferring with students

Student First Name	DRA or BAS Independent Reading Level from Previous Year	Fall BAS					BAS Independent Level and genre	BAS Instructional Level and genre
		BAS Independent Level and genre	BAS Instructional Level and genre	Accuracy of Instr Text	Fluency of Instr Text	Comp of Instr Text		
	B/NF	D/NF	E/F	98%	2	4/6	H/nf	I/f
	H/NF	J/NF	K/F	97%	3	3/6	M/nf	N/f
	10F	G/NF	H/F	92%	2	4/6	H/nf	I/f
	6	F/NF	G/F	99%	1	3		
	10F	G/F	H/NF	99%	2	4/6	I/nf	J/f
	12F	I/F	J/NF	95%	2	4/6	M/nf	N/f
	D	E/F	F/NF	98%	2	2		
	4F	D/F	E/NF hard	95%	2	1/6	G/f	H/nf
	4F	D/NF	E/F	95%	1	2/6	H/f	I/nf
	4	D/F	E/NF Hard	below 90%	3	2/6	G	
	16F	J/NF	K/F	98%	2	3/6	M/nf	N/f
	6E	G/F	H/NF	97%	2	4/6	J/n	K/nf
	F/10	G/F	I/NF	99%	2	3/6	H/F	K/NF
	3F	C/F	D/NF	below 90%	2	4/6	F/nf	G/n
	10	G/F	*					
	4/C	D/NF	E/F	98%	3	3/6	G/F	
	6F	E/F	F/NF	97%	2	3/6	I/nf	J/f
	xxxxxxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx	xxxxxxxx		
	4/C	D/NF	E/F	92%	2	4/6	G/NF	
	I	J/NF	K/F	99%	2	3		
	4/C	H/NF	I/F	95%	2	5/6	J/NF	
	I/16	J/NF	K/F	98%	3	3		
	B/F	G/NF	E/NF Hard	99%	1	3/6	G	H nf

AIMSweb Data
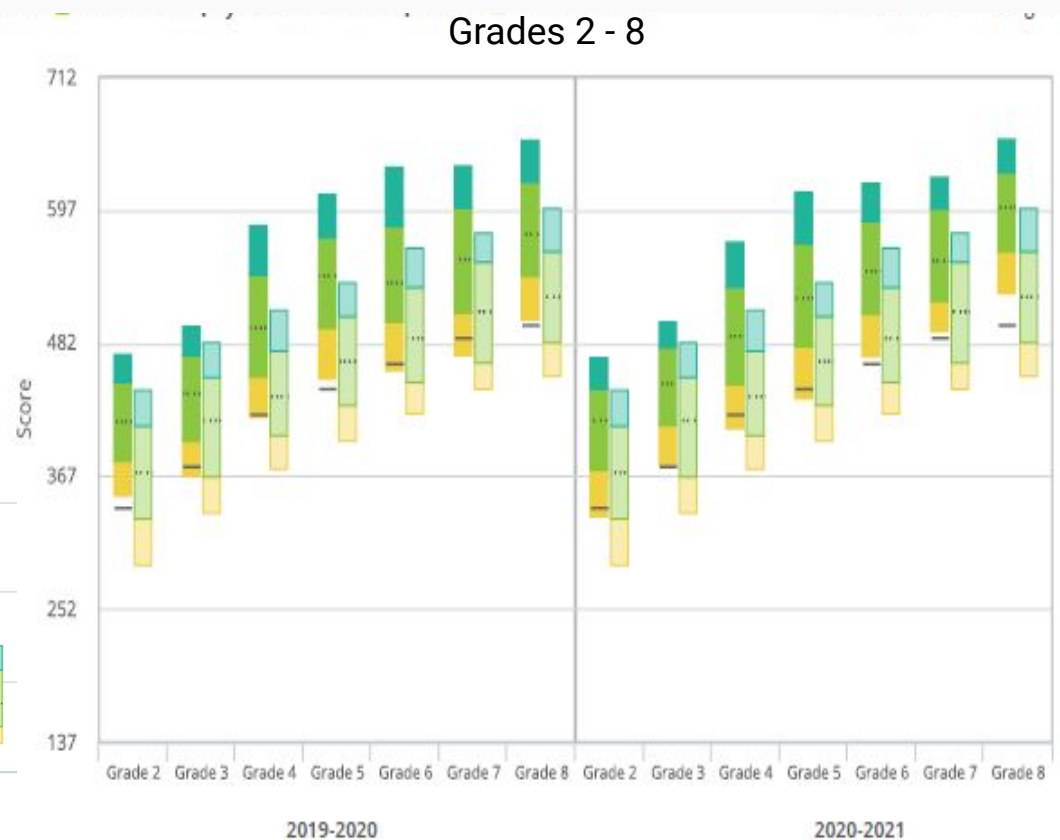
Winter 2020 Composite Compared to Winter 2021

The Data Story: ELA

Reading Assessment Data:
- Winter 2021 data shows that our K-5 students are on grade level across the four school at the same rates as students in the winter of 2020.
- First grade shows the most variations across the four schools

AIMSweb Data:
- The mean composite scores for grades K, 1, 2, 4, and 5 decreased from Winter '20 to Winter '21
- The mean composite scores for grades 3, 6, 7 and 8 increased from Winter '20 to Winter '21
- The percentage of students who scored above the target in grades 3, 6, 7, and 8 increased from Winter '20 to Winter '21
- The percentage of students who scored above the target in grades K, 1, 2, 4, and 5 decreased from Winter '20 to Winter '21 (avg. of two percentage points)
- The rate of student growth from Fall '20 to Winter '21 increased for all grades. The greatest rates of growth are found in grades K, 1, and 2

Learning from the Data: ELA

- Research data confirmed that students began this academic year behind two to three months in reading on the state and national level
- Teaching phonics (K-1) in a hybrid/virtual model with masks presented challenges
- Even though Winter '21 percentages above the target are slightly lower than Winter '20 percentages in K-5, students' rates of growth have increased
- Middle School intervention design is effective including support and skill classes.
- Importance of the 6th grade English Enrichment program
- Student growth due to effective instructional plan in phonics, reading, and writing that emphasizes direct instruction, conferences and small groups
- Increased supplies at home along with online access to more texts
- ELA Intervention program streamlined and strengthened with the Leveled Literacy Intervention System
- Increased training in Wilson decoding instruction for Interventionists.
- Added interventionists at Hutchinson and dedicated full time interventionists at Colonial and Siwanoy
- Spring data will be important to analyze

Next Steps: Short-Term ELA [Summer Experience 2021]

<u>Summer Stars/Extended Summer Academy</u> (incoming 1-6)
- Enrollment based upon winter and spring AIMSweb, Dreambox, and Reading Assessment data as well as MTSS team/teacher recommendations.
- Five week - twenty day program
- Targeted Math, Reading and Writing Instruction
- Word study, fluency, reading comprehension and writing
- Pre and post assessments to monitor and measure student growth

<u>Middle School Summer Program</u> (incoming 7-9)
- Enrollment based upon winter and spring AIMSweb, Dreambox, and report card data as well as MTSS team/teacher recommendations
- Three week - fifteen day program
- Targeted Math, Reading and Writing Instruction

<u>PMHS Credit Recovery</u> (incoming 9-12)
- Enrollment based upon course and/or Regents examination failures.
- Recover credit in Living Environment, Algebra, English, Earth Science, Global History and U.S. History

Next Steps: Long-Term ELA [2021-2022]

- Continue to utilize AIMSweb, Benchmark Assessment System, and classroom assessment data to inform instruction.
- Analyze Summer Stars student performance and growth.
- Curriculum Writing in Tier 1 (classroom) interventions to strengthen support for all students
- Curriculum Writing to ensure vertical and horizontal alignment of skills in K-8
- Exploration of word study resources in grades 3-5
- Review of our current online resources (*NewsELA, RazKids, MyOn, IXL, Sora*)
- Continued professional development through *Teachers College Reading and Writing* program with a focus on conferring and small group work
- Review of curriculum in terms of cultural responsiveness and "windows and mirrors" to increase motivation to read
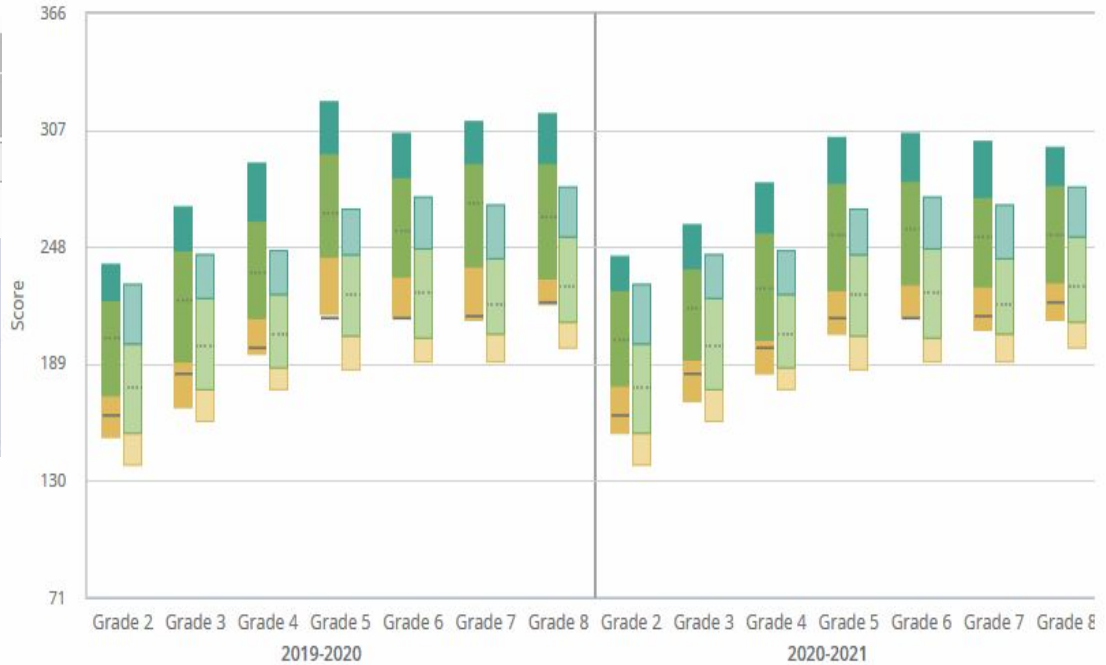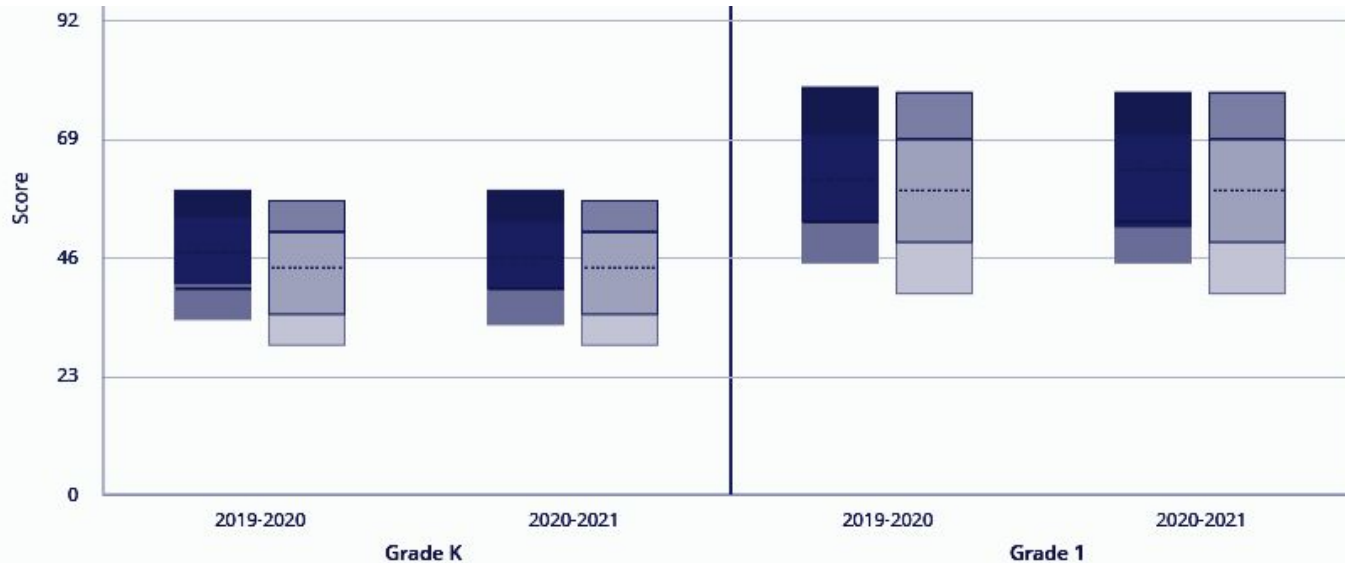
The Data Story: MATH

A. AIMSweb (Math B Composite)

2019-2020						
Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
198.4	219.5	237.8	266.8	257.6	265.2	263.6
33.27	38.71	37.63	38.92	37.02	38.99	39.11

Mean
SD

2020-2021						
Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
202.7	216.1	230.4	252.8	257.6	253.8	255.0
36.60	35.76	37.72	37.14	37.83	35.96	33.37

Mean
SD

| +4.3 | -3.4 | -7.3 | -14.0 | 0 | -11.4 | -8.6 |

	Grade K		Grade 1	
Comparison: Nat'l	**2019-2020**	**2020-2021**	**2019-2020**	**2020-2021**
90-99th %ile	30 (15.3%)	27 (15.4%)	24 (11.3%)	19 (9.9%)
75-89th %ile	47 (24.0%)	27 (15.4%)	36 (16.9%)	34 (17.7%)
26-74th %ile	97 (49.5%)	96 (54.9%)	123 (57.7%)	101 (52.6%)
11-25th %ile	10 (5.1%)	16 (9.1%)	24 (11.3%)	29 (15.1%)
1-10th %ile	12 (6.1%)	9 (5.1%)	6 (2.8%)	9 (4.7%)
Total Students	196	175	213	192
Mean	47.4	46.5	62.2	61.6
Standard Deviation	10.48	11.02	13.50	13.18

Learning from the Data: MATH

SUMMARY:
- AIMSweb data suggests that there has been an impact on learners in mathematics this year
- Mean testing values are lower in grades K, 1, 3, 4, 5, 7 and 8 versus the same grade last year
- Scores are above the national norms for all grades, except grade 3
- The gap between our data and national norms has closed

Learning from the Data: MATH

CONCLUSIONS
- A combination of factors likely impacted these scores
  - Virtual learning
  - Contact time
  - Departure from key tenets of Singapore Math due to COVID constraints (use of manipulatives, guided practice, etc.)
- Planning to adjust our curriculum must continue to mitigate the effects of pandemic learning on our students
- Additional contact time and/or Dreambox appeared to reduce learning loss due to COVID
- AIMSweb data collection is still ongoing. We collect data three times a year and will be processing Spring data shortly to inform student remediation and curriculum planning for next year

Next Steps: Short-Term MATH [Summer Experience 2021]

- Analyze the full AIMS data set (Fall/Winter/Spring) and identify areas in need of improvement
- Provide remediation opportunities for at risk students
  - Summer Stars
  - Middle School program
  - Credit recovery
- Complete Vertical Curriculum Planning for 21-22
  - Adjust next year's curriculum to address learning loss
  - Grade level specific
- Audit math related technology platforms (*iXL, Dreambox*, etc.)
- Develop Grade level September Math Assessments to inform instruction
- Provide additional math training for interventionists and support staff

Next Steps: Long-Term MATH [2021-2022]

- Establish a September baseline through assessment to inform practice and remediate gaps
- Adjust pacing to integrate components from previous grade levels into the curriculum as needed
- Utilize science to enhance Next Generation Math measurement learning standards
- Expand the use of Dreambox as an adaptive math platform
- Re-establish *Math in Focus* Best Practices
  - Additional Professional Development
    - Reaffirm the concrete, pictorial, and abstract components of the program
    - Reaffirm the Teach/Learn, Shared Practice, and Independent Practice Pedagogical Math in Focus model

QUESTIONS?

Thank you!