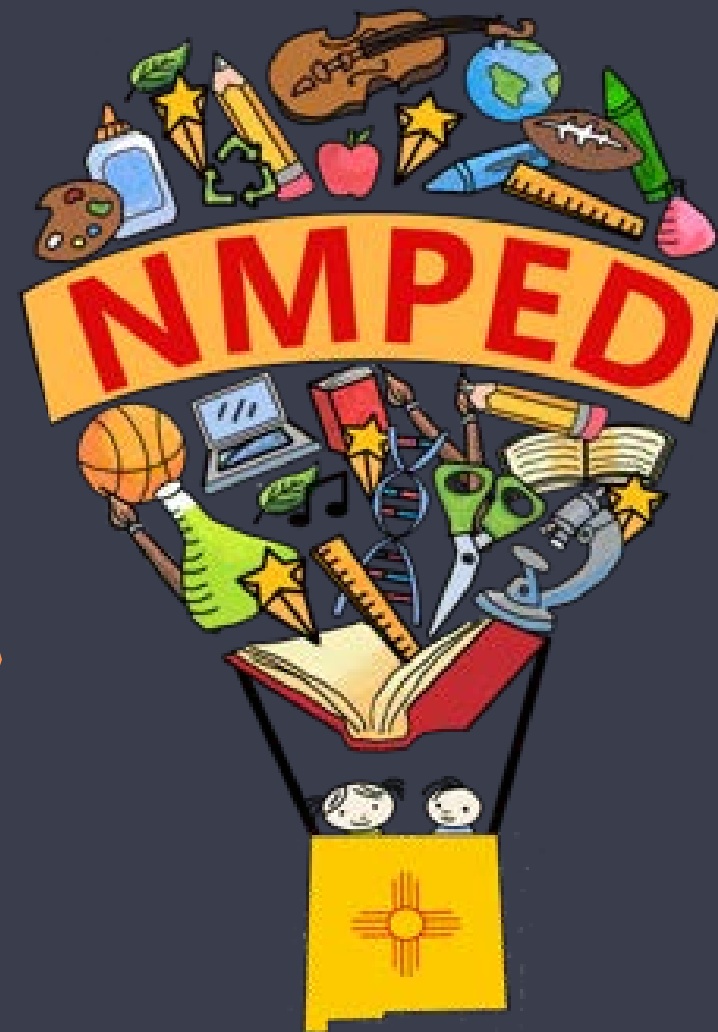


Student Achievement 2022

Moving the Needle and Closing the Gaps

Jacqueline Costales, Interim Deputy Secretary, Teaching and Learning and Assessment
Matt Goodlaw, Director of Research, Evaluation & Accountability
October 2022



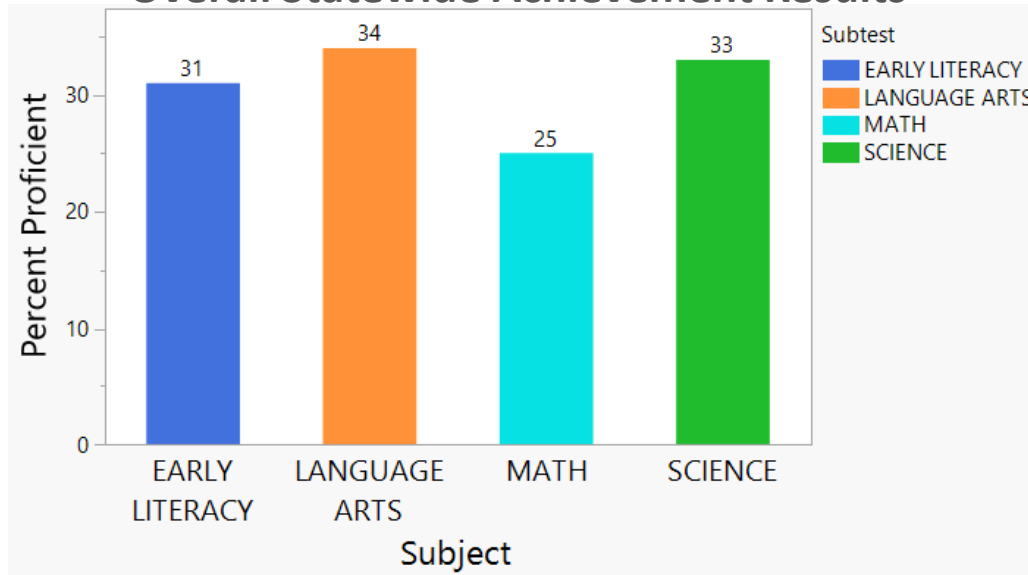
Investing for tomorrow, delivering today.

Objectives

- Overview of student achievement SY2021-2022
- PED's interpretation of results
- Beating the Odds: Analysis of achievement data
- Program Highlights: Policy considerations

Achievement: Overall and by Grade Level

Overall Statewide Achievement Results



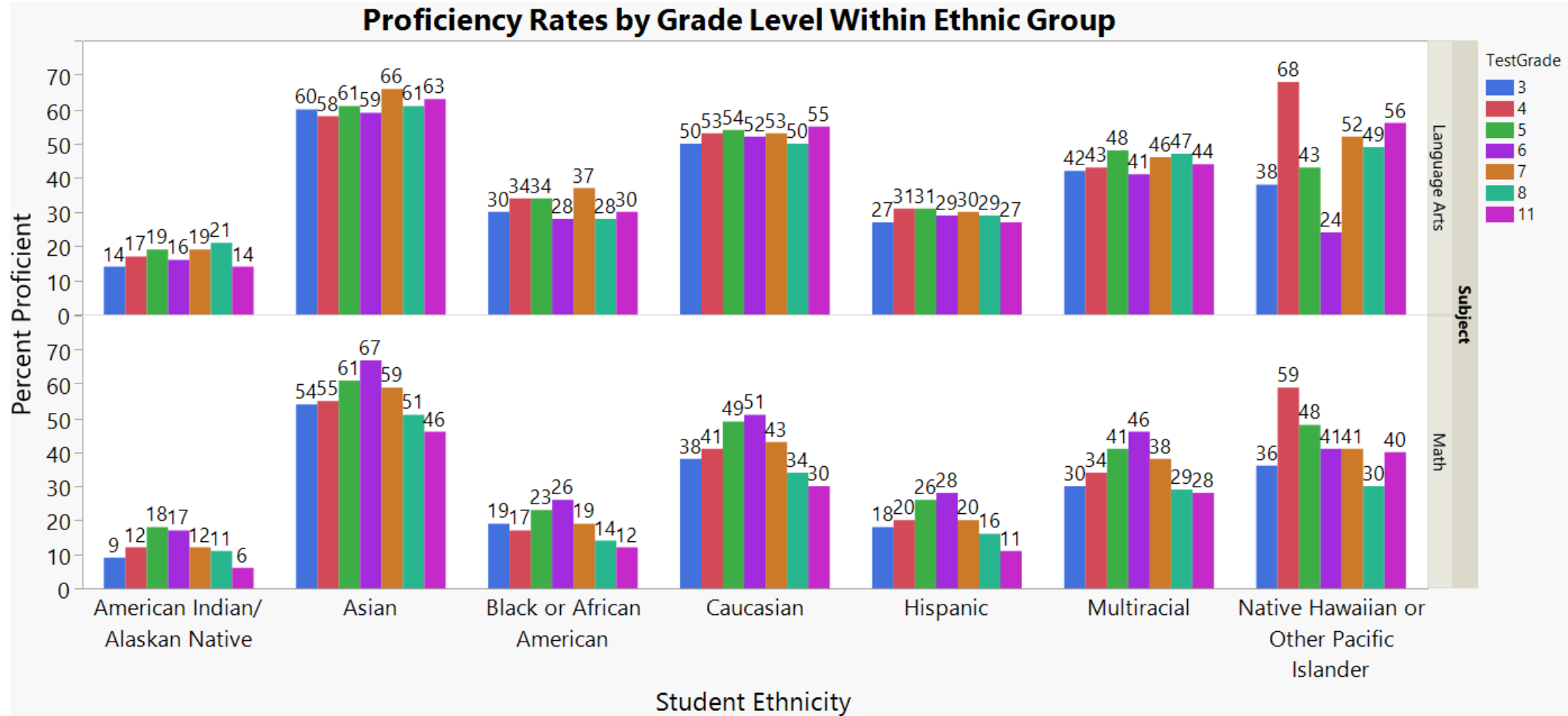
New Baselines that Enable PED:

- 1) Support strategic planning
- 2) Develop realistic but aspirational goals
- 3) Employ empirical evidence to allocate resources
- 4) Provide educators with timely data tools to inform their instructional decision making

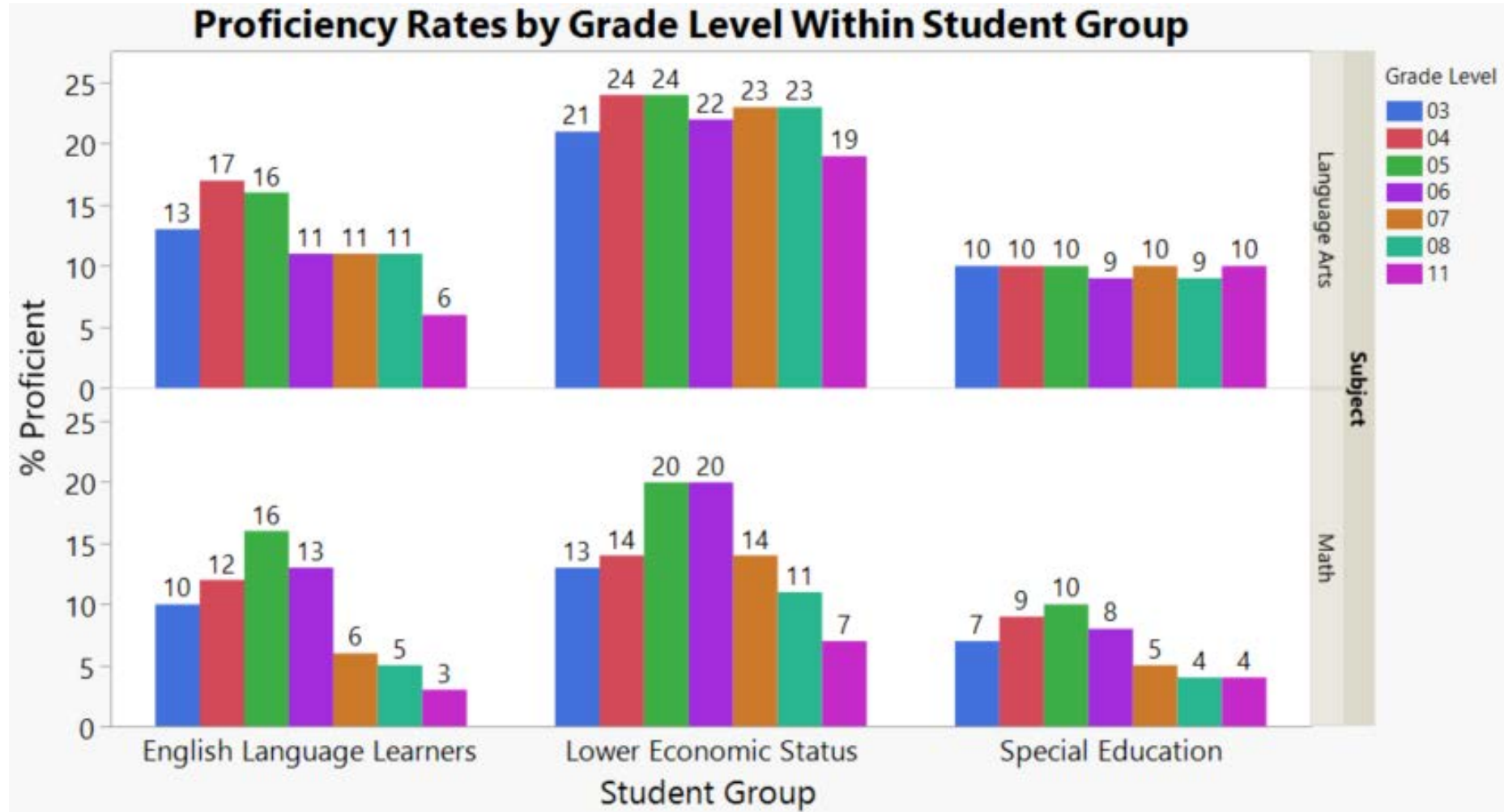
Results by Grade Level

GRADE	LANG ARTS	MATH	SCIENCE
3	32%	23%	
4	35%	24%	
5	36%	31%	31%
6	33%	32%	
7	35%	25%	
8	33%	20%	29%
11	33%	16%	40%

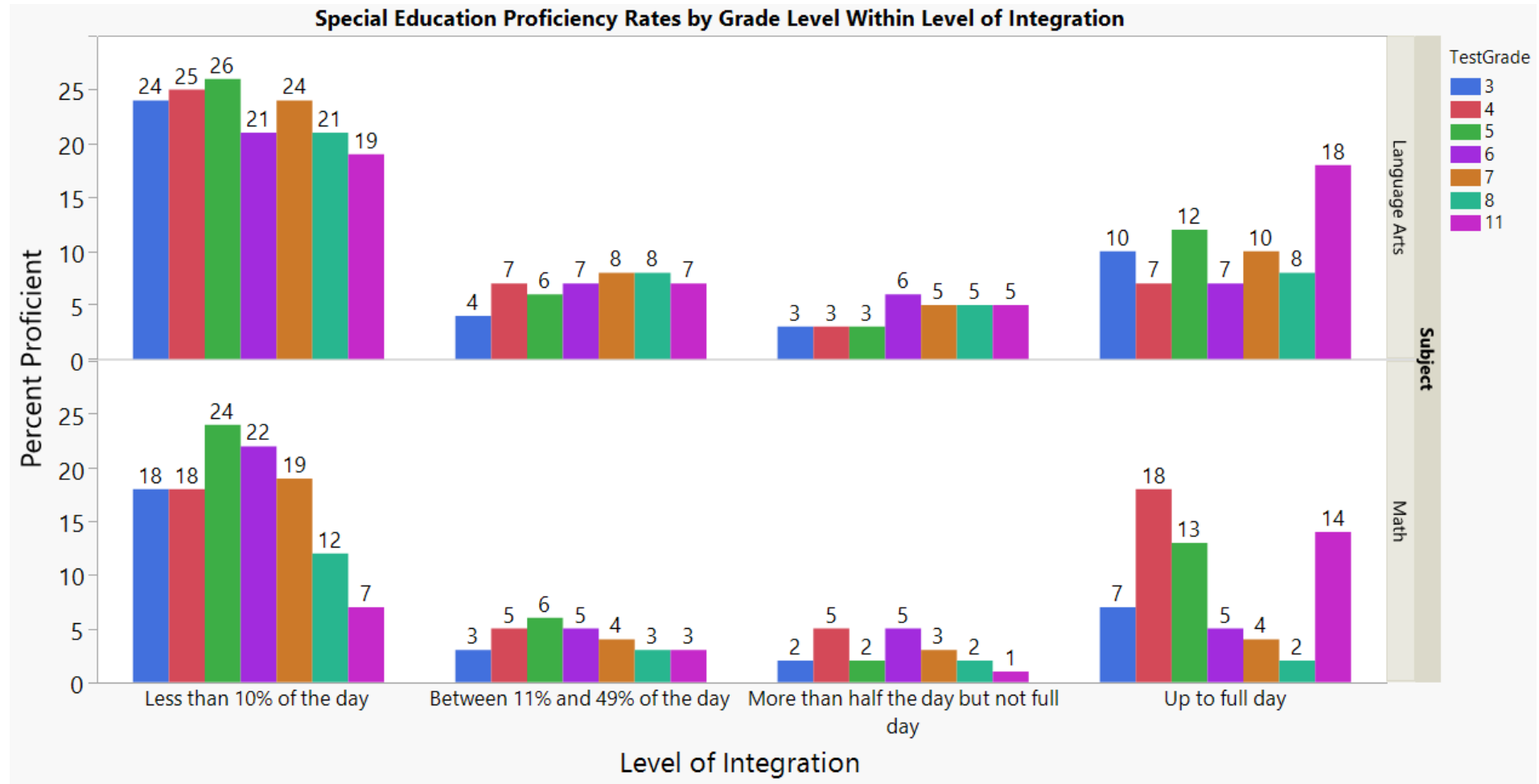
Achievement: Ethnic Groups



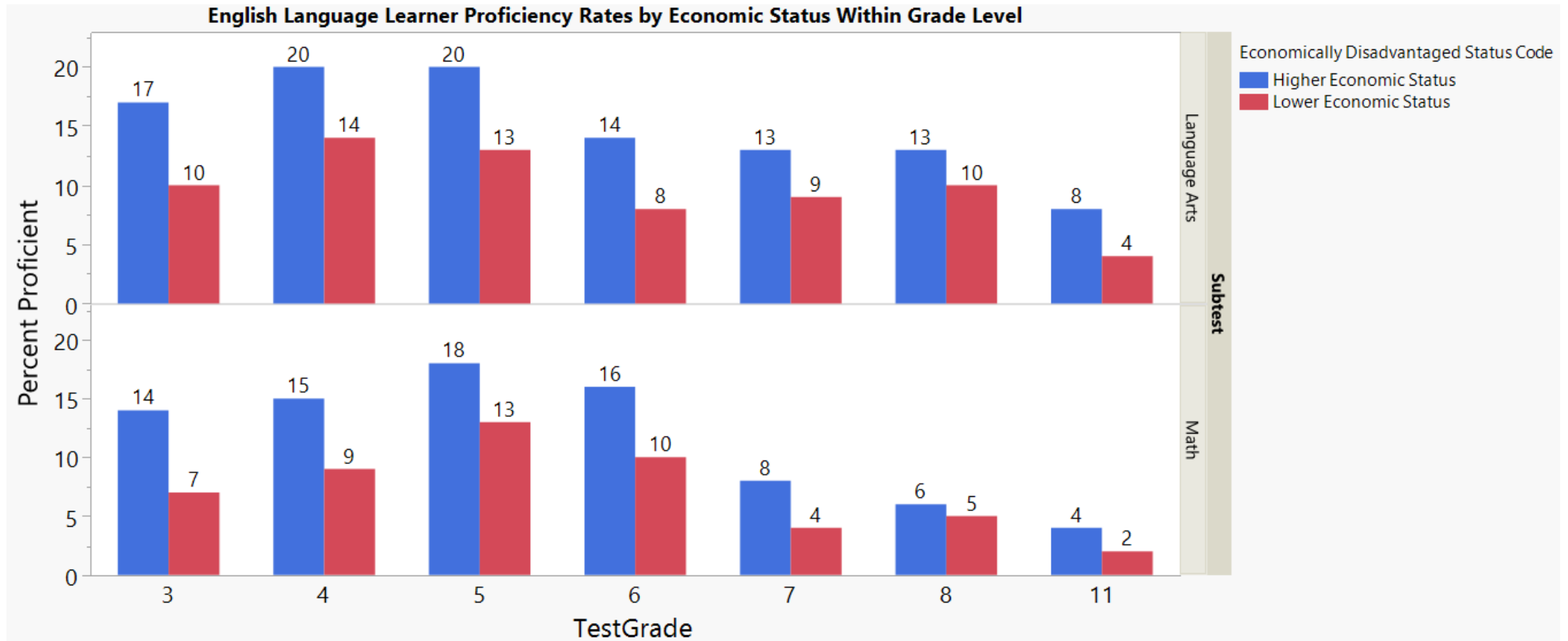
Achievement: Student Groups



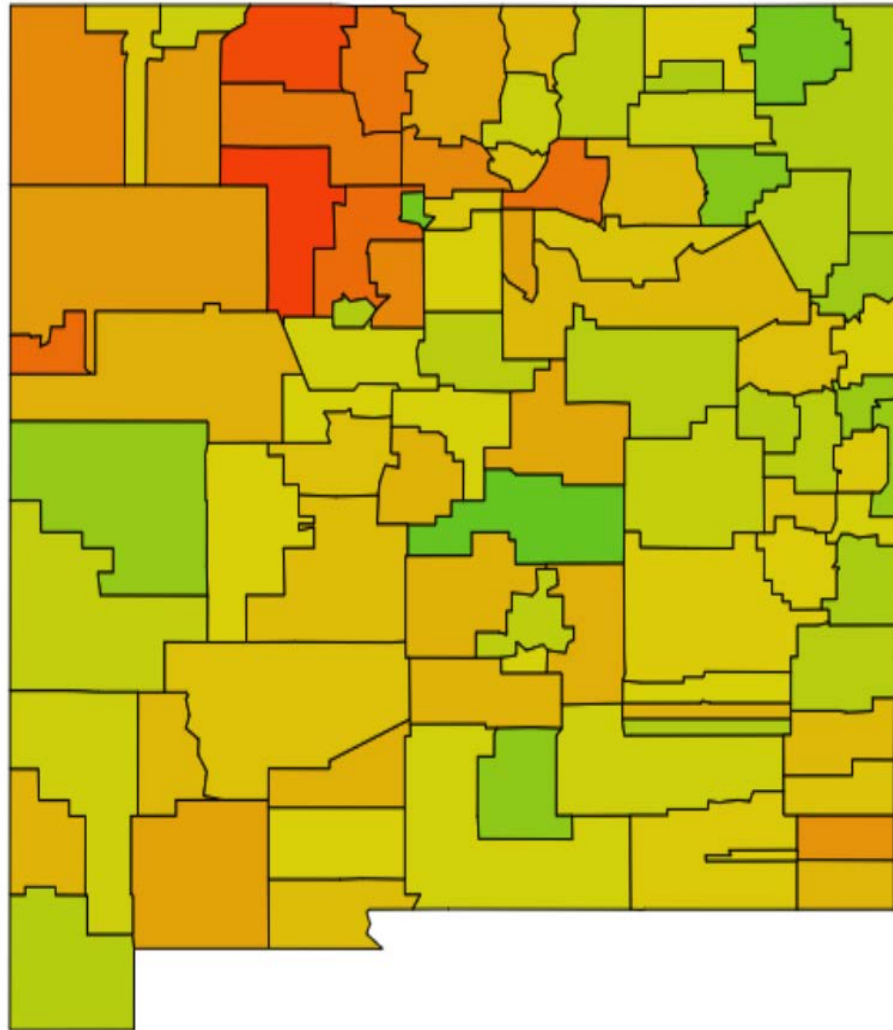
Achievement: Special Education by Level of Integration



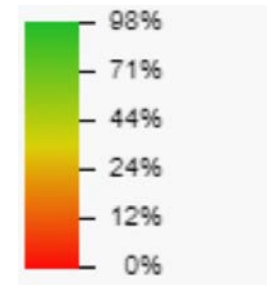
Achievement: English Learners by Economic Status



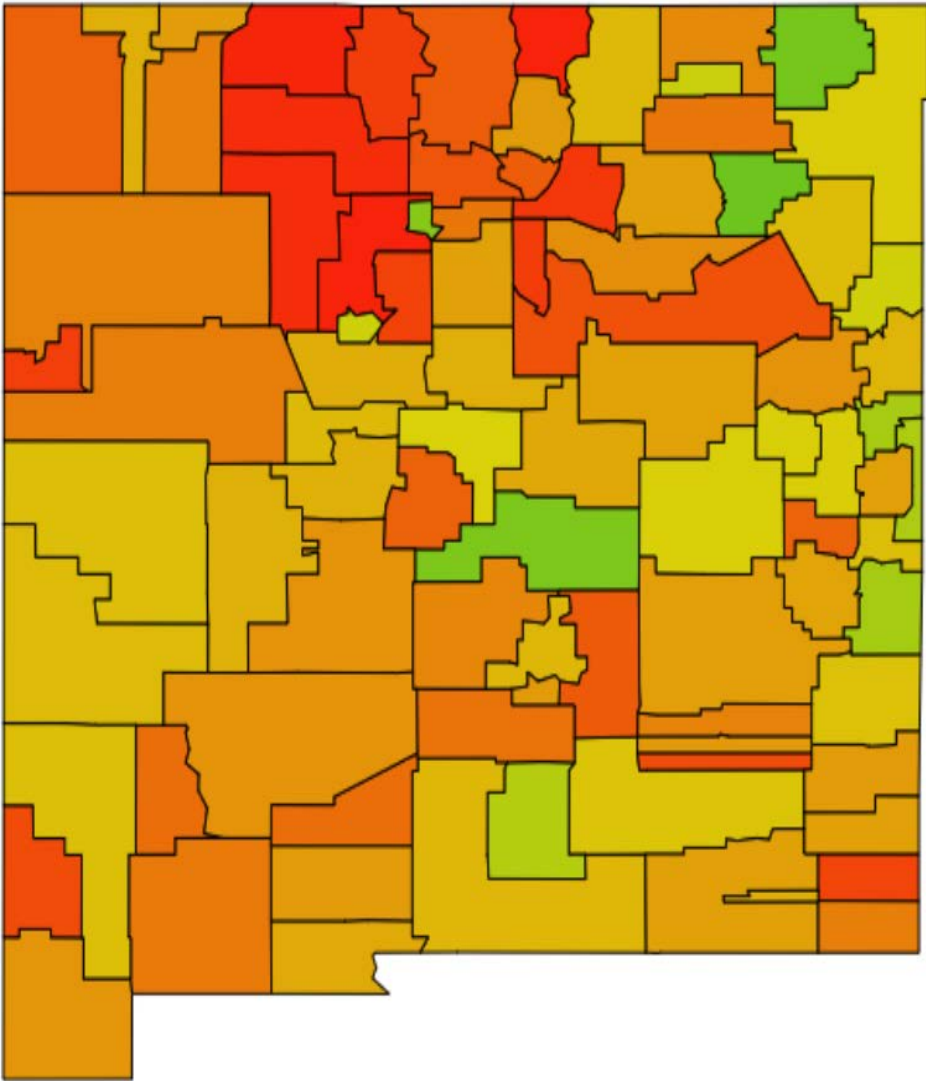
Language Arts Achievement: A Geographical Overview



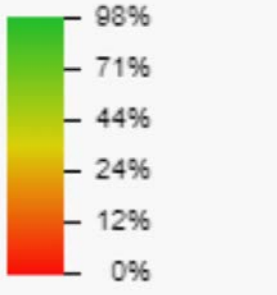
Proficiency Rates



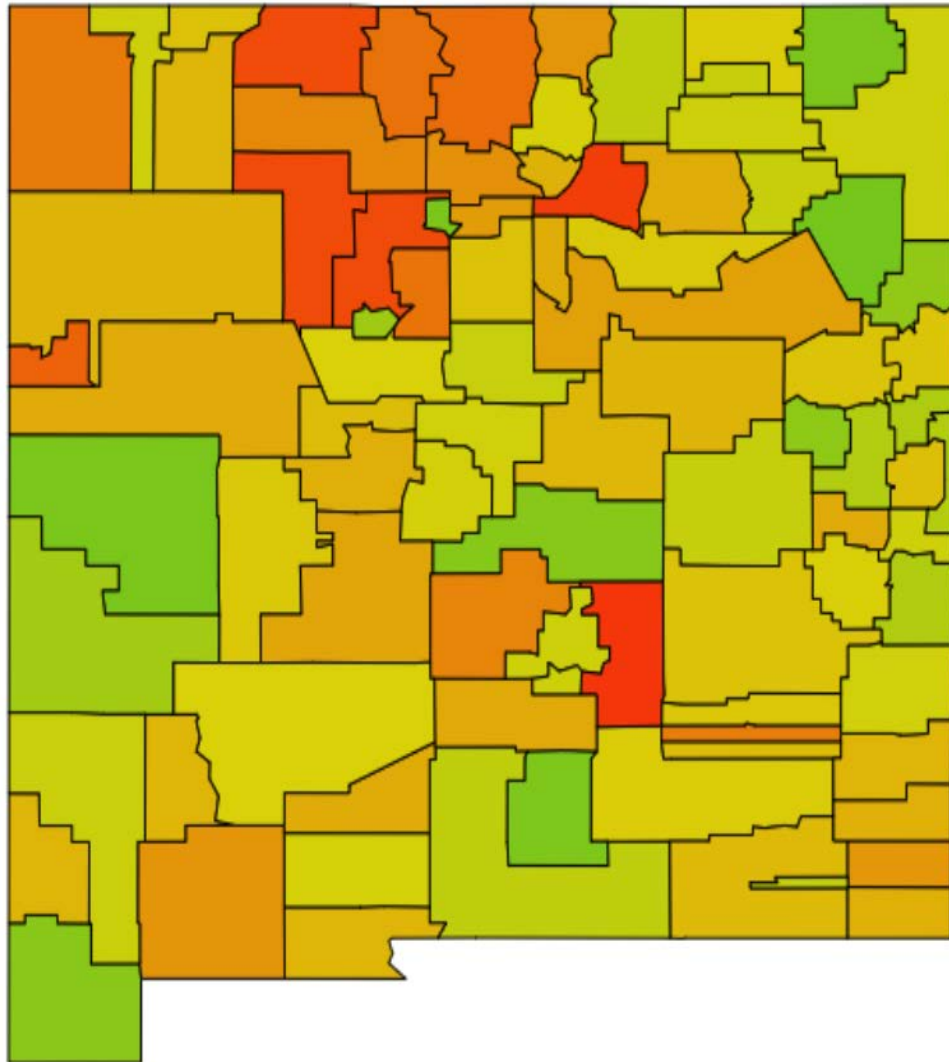
Math Achievement: A Geographical Overview



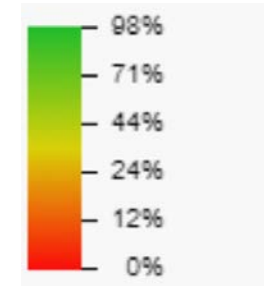
Proficiency Rates



Science Achievement: A Geographical Overview

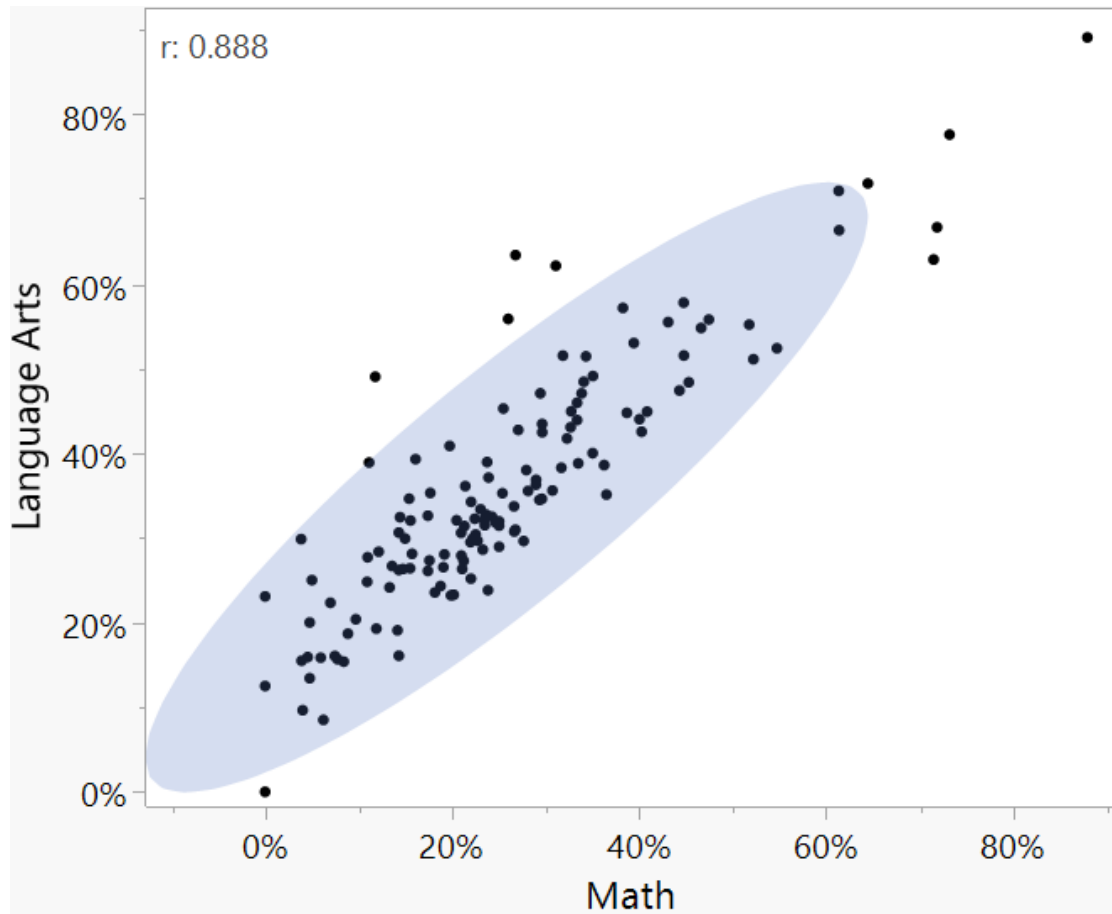


Proficiency Rates

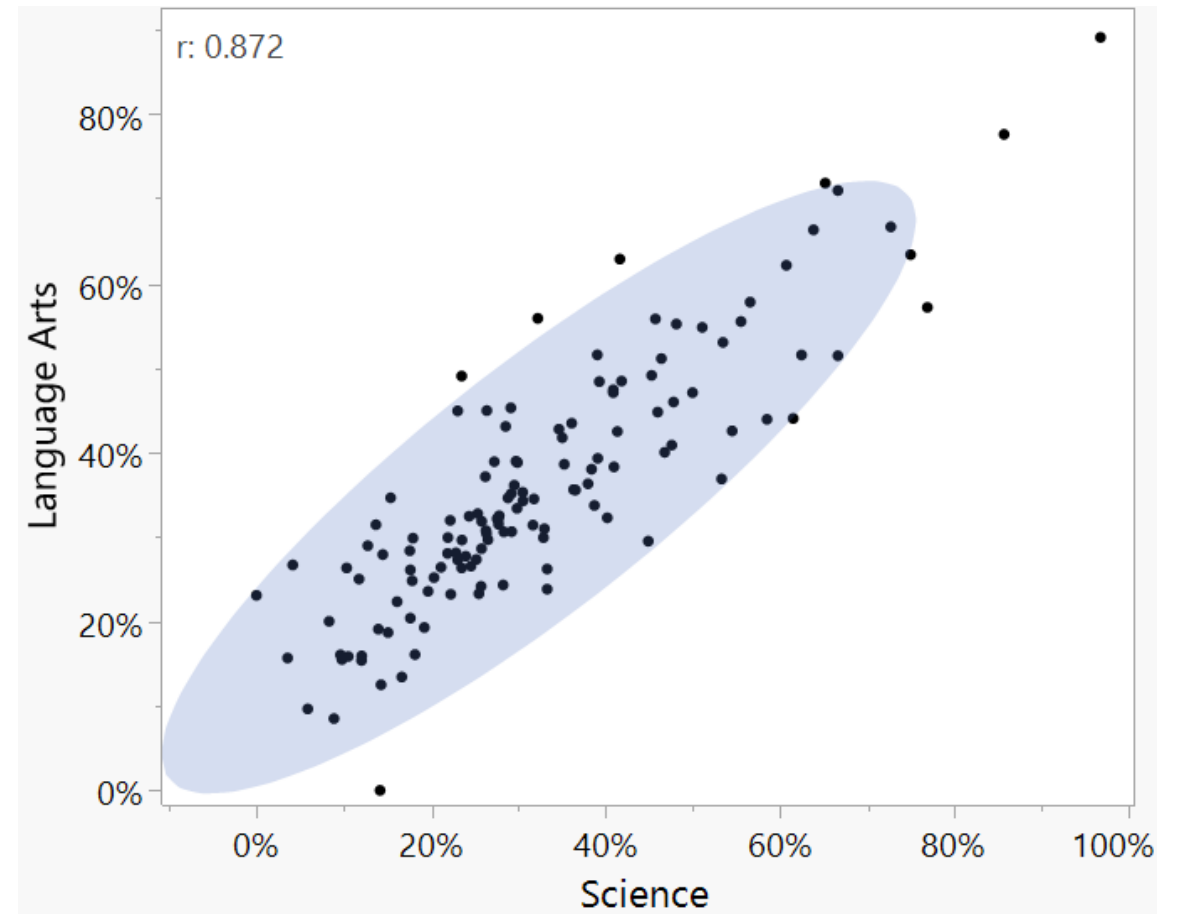


Achievement: Relationship Between the Subjects

Correlation Between Language Arts And Math

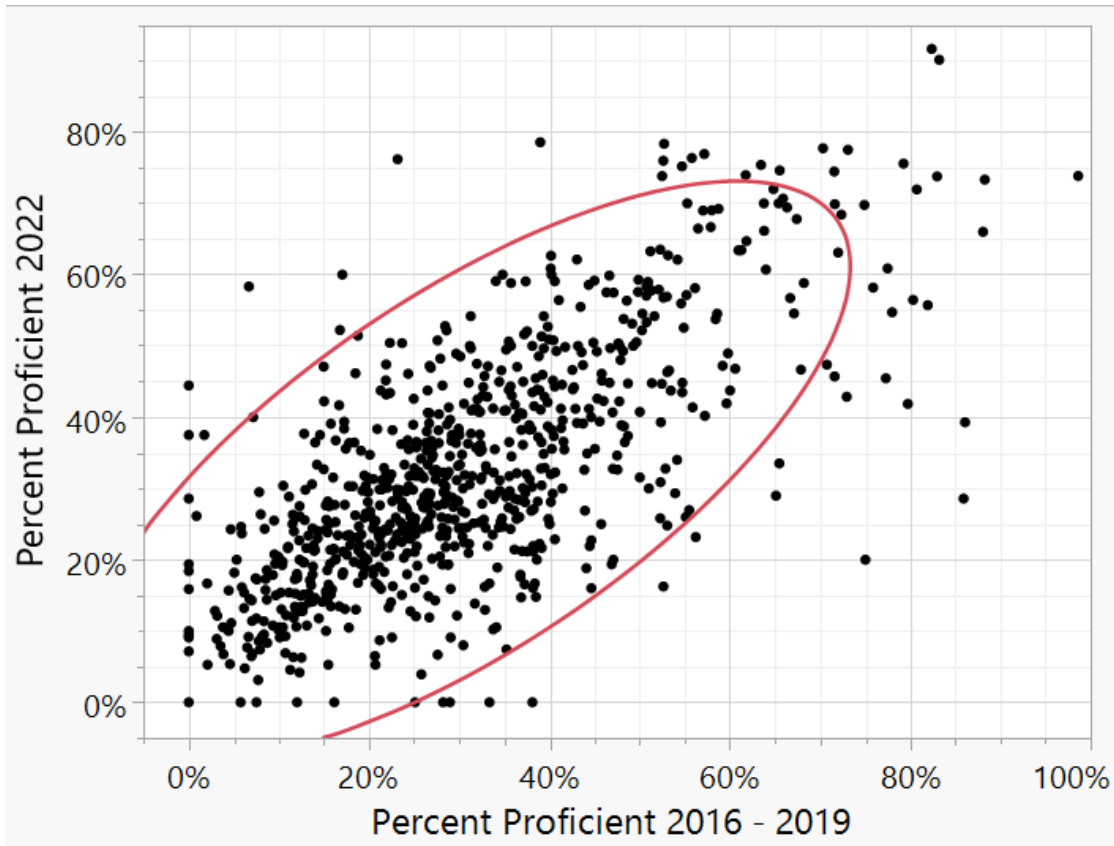


Correlation Between Language Arts and Science

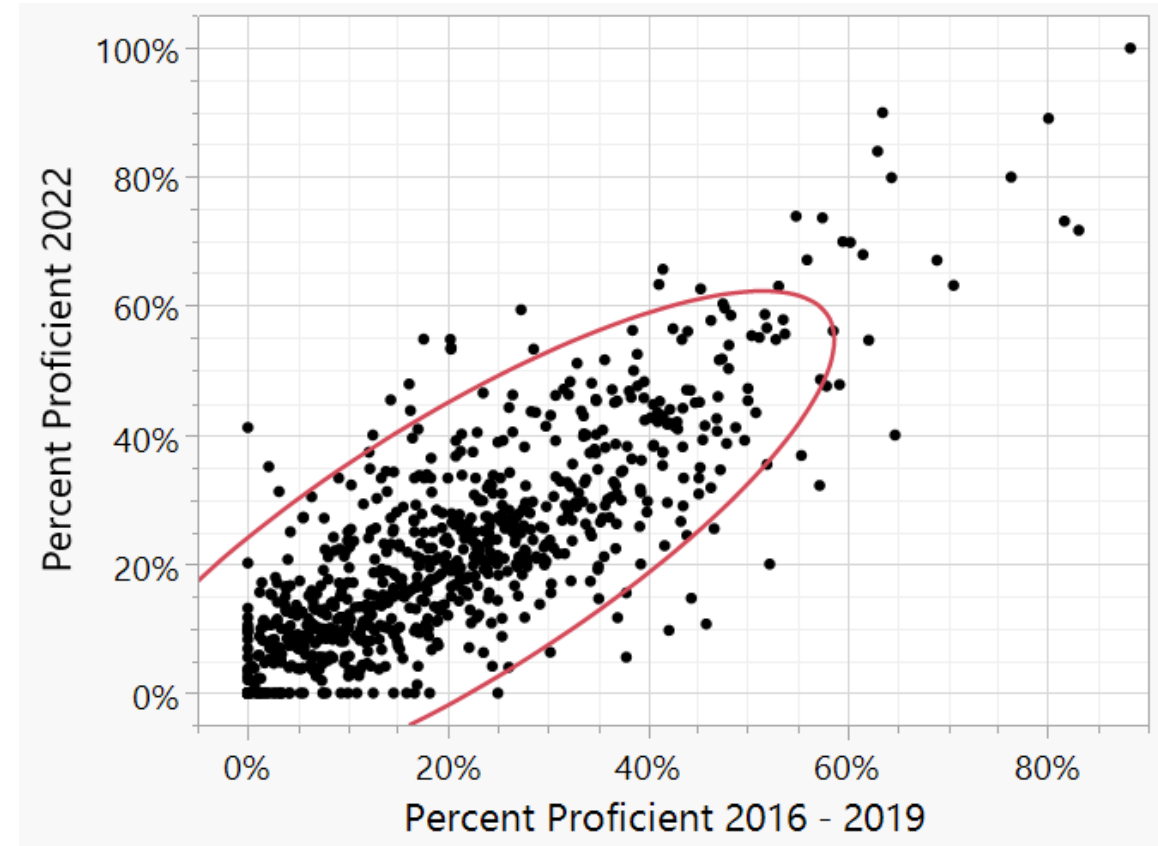


Achievement: Federal Accountability

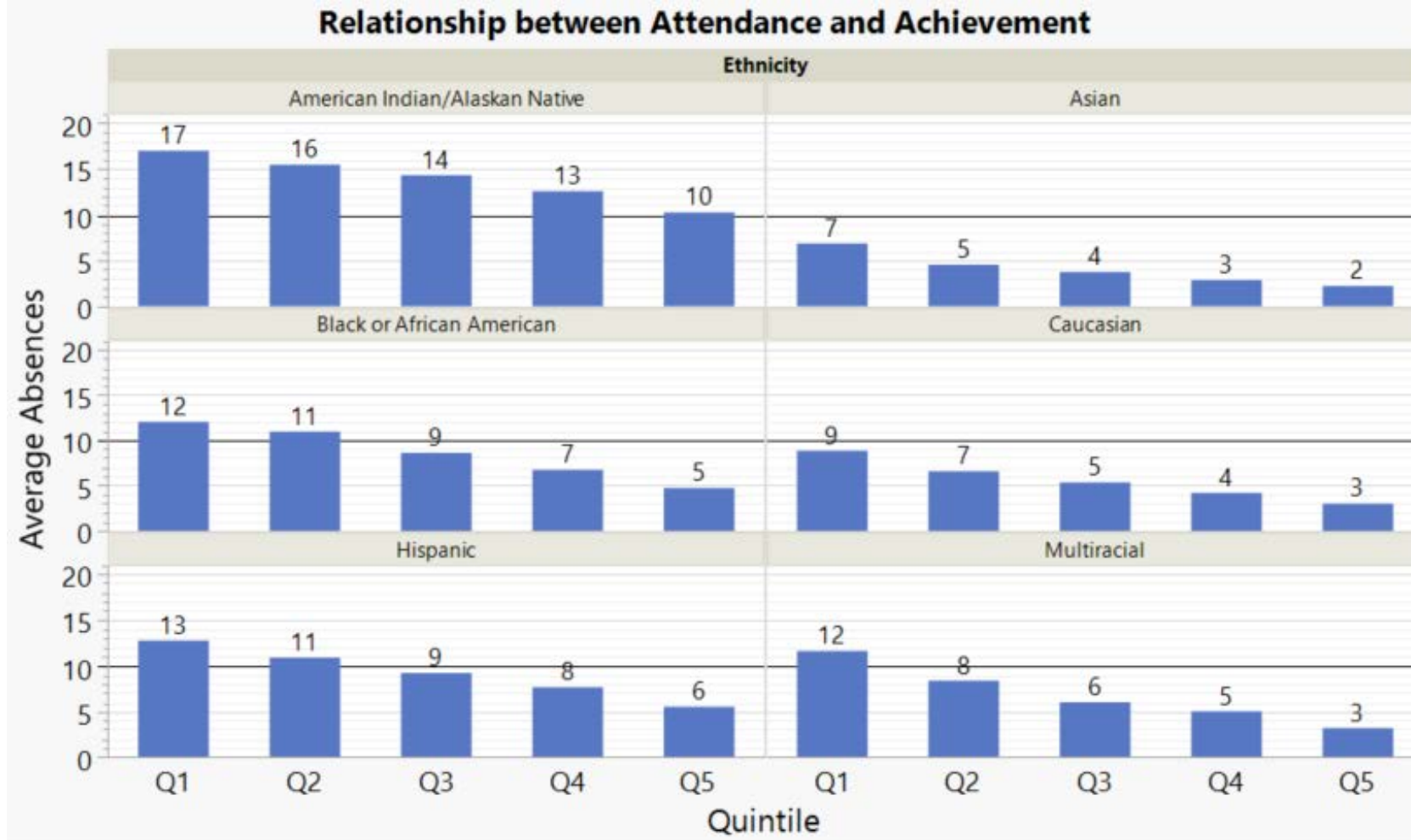
Language Arts



Math



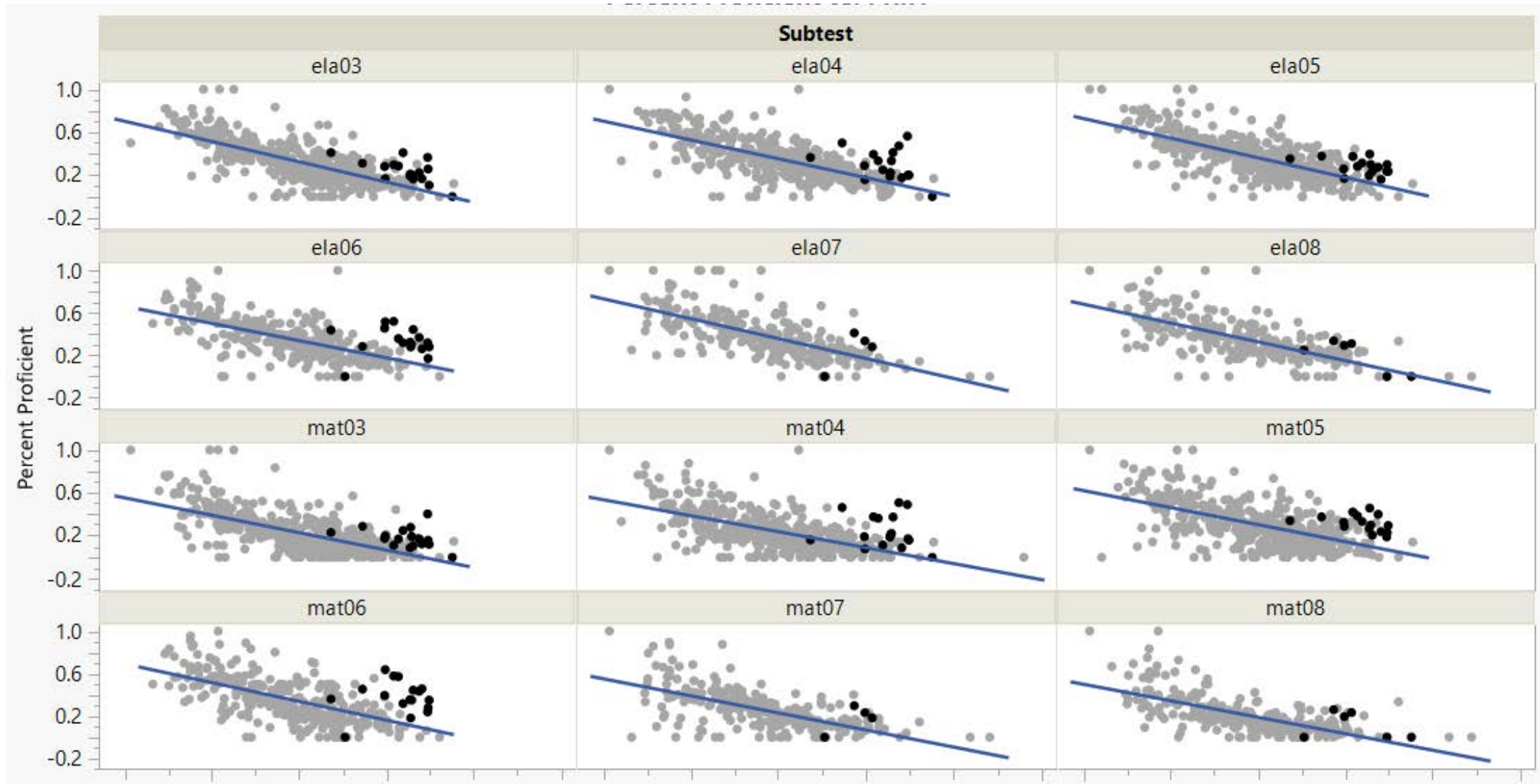
Interpretation of results: Gathering Context in Attendance



Interpretation of results: Moving the Needle and Closing the Gaps

Subject	Quintile	Performance Level	Distribution of Achievement for High performing peers	Distribution of Achievement for Native Students	Frequency Counts of Achievement for High performing peers	Frequency Counts of Achievement for Native Students	Target Distribution of Achievement for Native Students	Target Frequency Counts of Achievement for Native Students
ela	1	Novice	97%	100%	28028	4290	97%	4161
ela	1	Nearing Proficient	3%	0%	867	0	3%	129
ela	1	Proficient	0%	0%	0	0	0%	0
ela	1	Advanced	0%	0%	0	0	0%	0
ela	2	Novice	32%	77%	8188	2939	32%	1234
ela	2	Nearing Proficient	68%	23%	17107	872	68%	2577
ela	2	Proficient	0%	0%	0	0	0%	0
ela	2	Advanced	0%	0%	0	0	0%	0
ela	3	Novice	0%	14%	0	537	0%	0
ela	3	Nearing Proficient	98%	86%	25437	3244	98%	3700
ela	3	Proficient	2%	0%	559	0	2%	81
ela	3	Advanced	0%	0%	0	0	0%	0
ela	4	Novice	0%	0%	0	0	0%	0
ela	4	Nearing Proficient	12%	93%	3081	3282	12%	417
ela	4	Proficient	87%	7%	22728	256	87%	3073
ela	4	Advanced	1%	0%	356	0	1%	48
ela	5	Novice	0%	0%	0	0	0%	0
ela	5	Nearing Proficient	0%	4%	0	135	0%	0
ela	5	Proficient	20%	66%	4625	2323	20%	702
ela	5	Advanced	80%	30%	18593	1064	80%	2820

Interpretation of Results: Beating the Odds



Research-Based Instructional Supports

The following **resources** improve student achievement:

- Grade appropriate assignments
- Strong instruction
- Deep engagement
- Teachers with high expectations

Investing for tomorrow, delivering today.

Accelerated Learning

is an instructional framework that assumes **all students** engage with grade-level academic standards.

Greater access to the four resources can and does improve student achievement-particularly for students who start the school year behind.

Ongoing Professional Development and Coaching

Teacher Supports

Student Supports

Mindset Shift From Remediation to Acceleration

Acceleration is targeting support for success with on-grade level standards.

Remediation focuses on repetition, skill & drill on isolated skills.

Focus Areas for Accelerating Learning

- 1. All students and families have the resources they need to meaningfully engage in school, whether it's in person or not.**
- 2. All students feel like they belong in their school experience.**
- 3. All students and families are treated as authentic partners.**
- 4. All students have access to grade-appropriate assignments focused on priority content.**
- 5. All students have access to strong instruction that addresses any gaps in prior learning they have within the context of grade-appropriate assignments focused on priority content.**
- 6. All students are demonstrating mastery of grade-level content.**

**SEL
and
Engagement**

Academics

Source: TNTP Learning Acceleration Guide

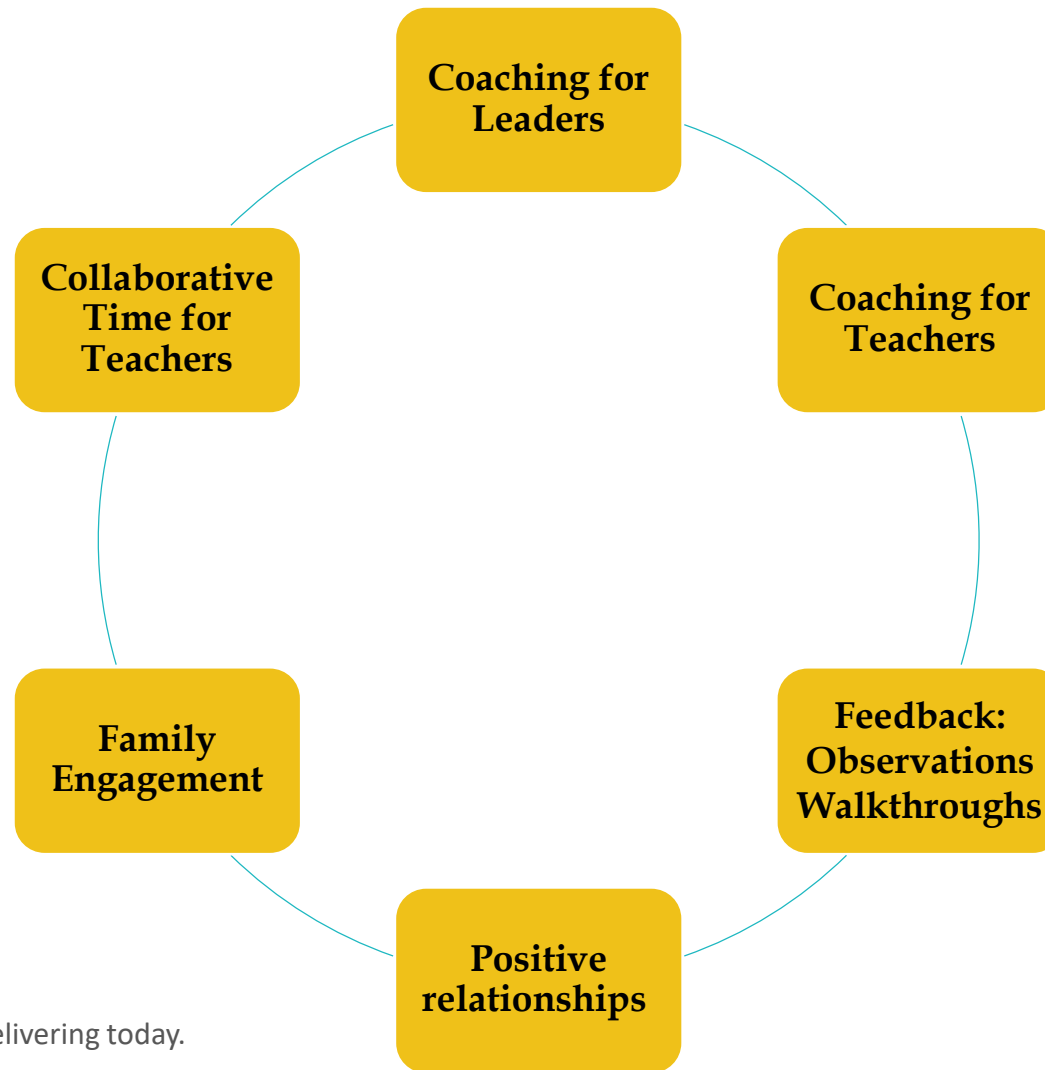
Grade Level Appropriate Instruction for All Students

Multi-Layered System of Supports (MLSS)

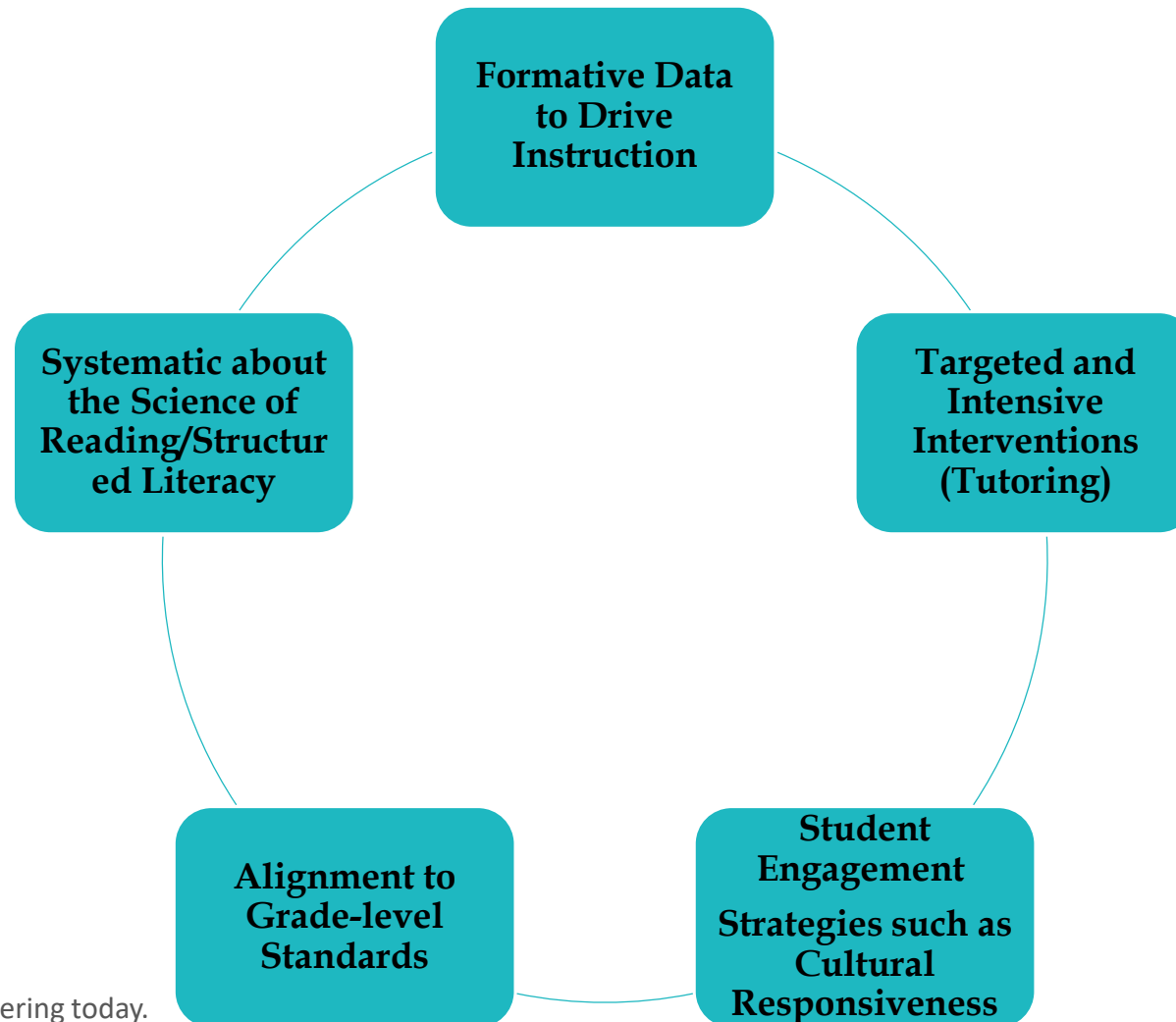
- The MLSS model will **provide support to ALL students** including students who are migrant, in foster care, experiencing homelessness, and students with disabilities. MLSS will allow teachers and health and wellness staff to intervene quickly when students are struggling academically or behaviorally by providing immediate support to those students in an educational crisis.
 - Dufour discusses the need to get away from the “if” that determines success
 - ✓ If you have: a good home, an IEP, good behavior, etc.
- MLSS **empowers teachers** to use their professional judgement and make data-informed decisions regarding the students in their classrooms.
- Decisions regarding layered interventions are made by the classroom teachers and support personnel closest to the students.
- MLSS reinforces the fact that **ALL students are general education students first.**

Investing for tomorrow, delivering today.

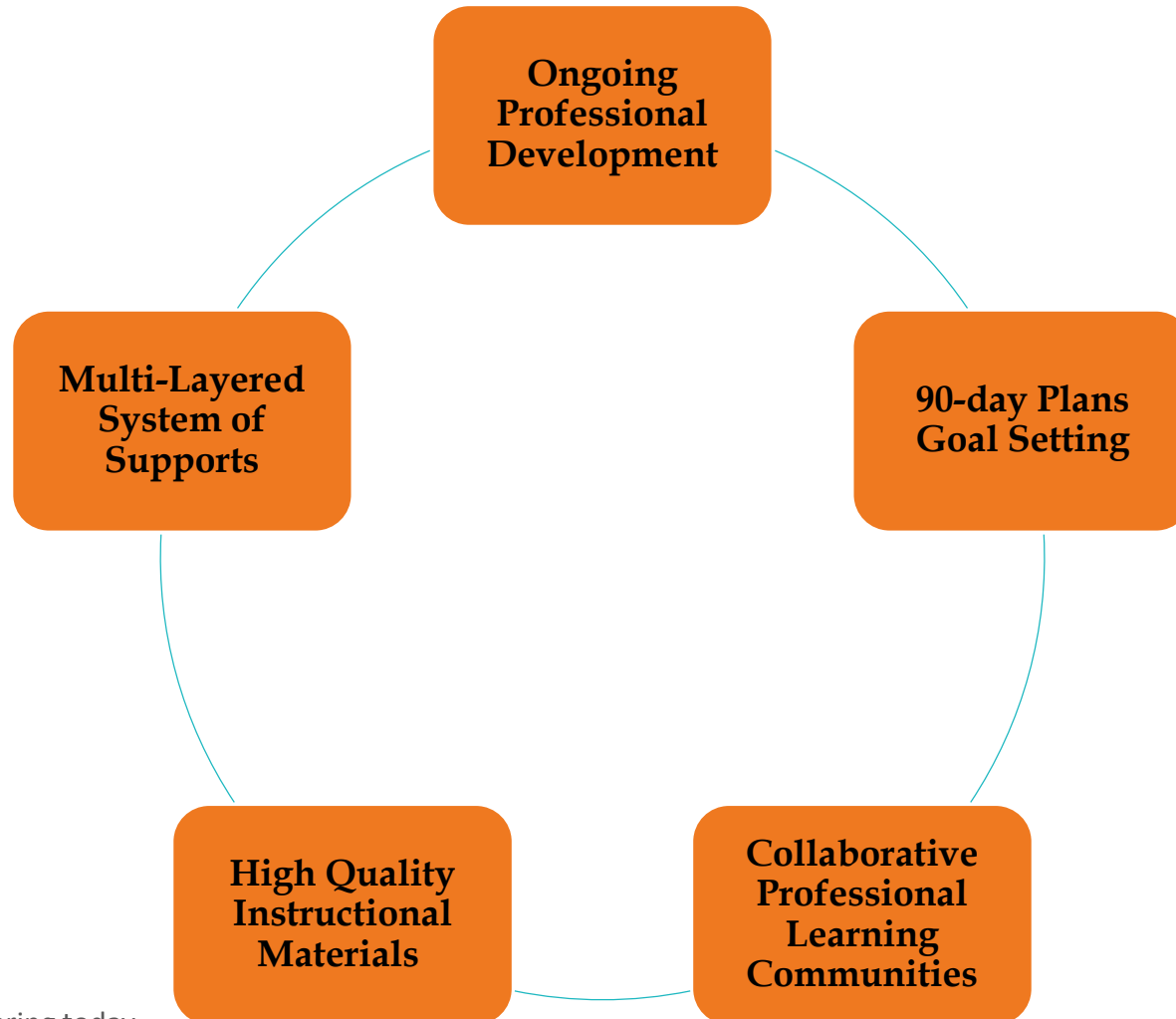
What's Working: Educators and Families



What's Working: In the Classroom



What's Working: Instructional Systems



Considerations for Next Steps

Targeted Investments

SEG	Recurring	Non-Recurring
Instructional Materials	Early Literacy and Reading Support	Educator Workforce: Learning Management System, Micro-credentials for PD, Residencies, and Educator Recruitment,
Mentorship and Professional Development	Indigenous, Multi-cultural, and Special Education	Improving Attendance: Behavioral Health Supports Community Schools Attendance Recovery Out of School Time
High Quality Extended Learning Time Programs	Supports for ELL, Native Students, Students w/Disabilities, Low SEL	Student Achievement and Closing Gaps: Intervention Supports (Tutoring) Special Education: ECLIPSE, UDL, Gifted Education Math PD Humanities Student and Family Supports, At Risk Interventions Supports
	Professional Development for Leaders and Teachers	Improved Graduation Rates: CTE, Work Based Learning (Near-Peer Tutoring)
	Balanced Assessment Supports and PD	
	STEAM Initiatives	