

Fall 2020 COVID Slide Study

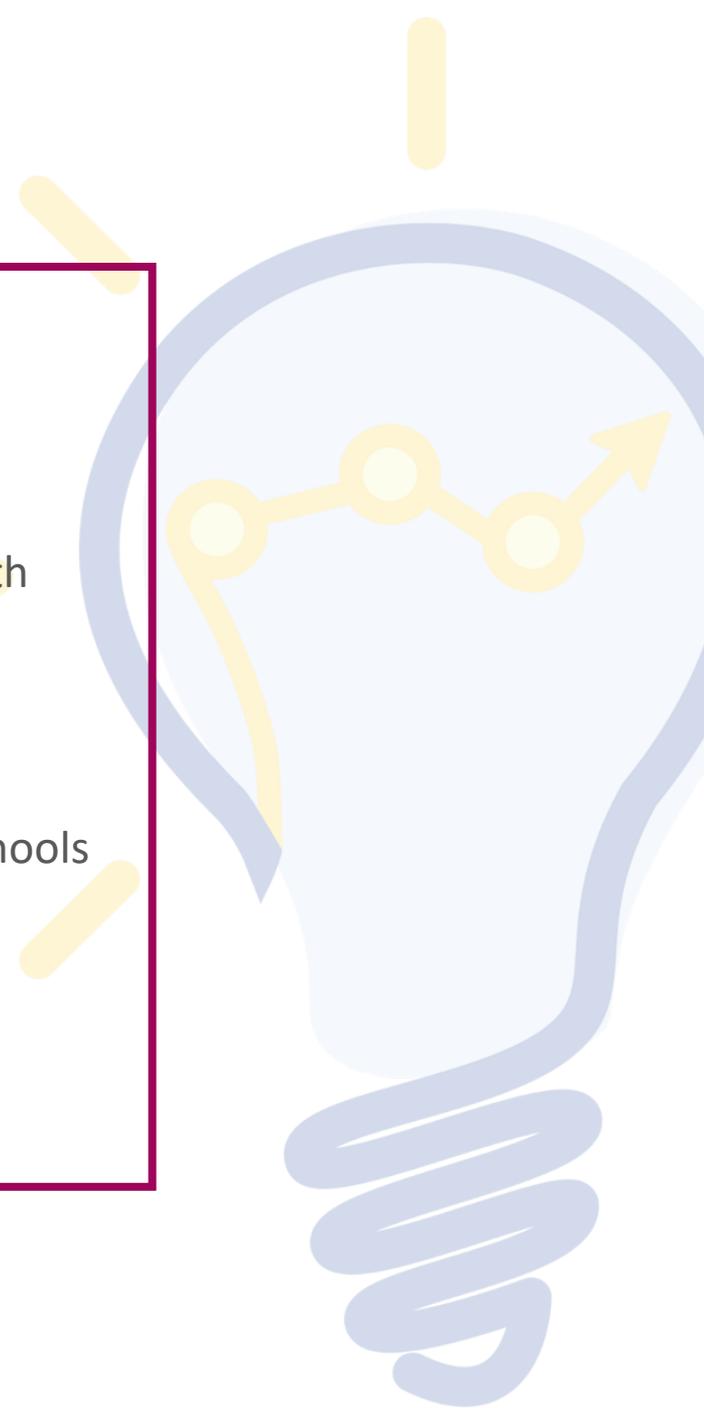
Initial Findings

December 2020



About EmpowerK12

- DC-based nonprofit incorporated in 2015
- Support traditional and chartered public schools with data-driven best practices
- Provide teacher and school leader coaching on continuous improvement approaches
- Honor Bold Improvement and Bold Performance schools serving low-income students with growth and achievement that exceed expectations
- Believe DC can be the first jurisdiction to close the national achievement gap this decade



In the District, school level PARCC proficiency rates correlate with the percent of at-risk students served. However, that correlation has moved in the right direction since 2015. In 2019, EmpowerK12 honored a record number of Bold Performance schools (28).

Bold schools have achievement rates that **exceed expectations** by more than 10 percentage points.



Our “COVID learning slide” dataset and methodology

- Many schools chose not to administer similar assessments this fall as in the past
- Test scores were provided for nearly 30,000 students across 130 schools
- We analyzed test-taking characteristics since most students took these tests at home in unique circumstances
- Sample used for analysis (appx. 50% of test scores received) represents the best data available on “COVID learning slide” in the District



Test participation rates

- Fall assessment participation rates were lower than typical fall rates
- Missing ~25% of students
- At-risk students and students at schools serving higher percentages at-risk were less likely to complete their test
- Report page 7

ELA/Math Participation Rates

At-Risk Status	Fall 2019	Winter 2019-20	Fall 2020
At-Risk	98%	98%	74%
Not At-Risk	98%	98%	79%
All Students	98%	98%	77%

SwD Status	Fall 2019	Winter 2019-20	Fall 2020
Has IEP	97%	98%	78%
No IEP	98%	98%	76%

Race-Ethnicity	Fall 2019	Winter 2019-20	Fall 2020
Asian	100%	100%	85%
Black or Afri...	98%	99%	74%
Hispanic/La...	98%	96%	82%
Two or more...	98%	96%	85%
White	99%	97%	85%

At-Risk School Group	Fall 2019	Winter 2019-20	Fall 2020
< 30% At-Risk	97%	96%	81%
30-54% At-Ri...	100%	99%	80%
55-69% At-Ri...	98%	99%	73%
> 70% At-Risk	98%	99%	66%

Spring 2019 Quintile	Fall 2019	Winter 2019-20	Fall 2020
1	99%	97%	71%
2	98%	98%	74%
3	98%	98%	69%
4	98%	97%	68%
5	98%	97%	71%



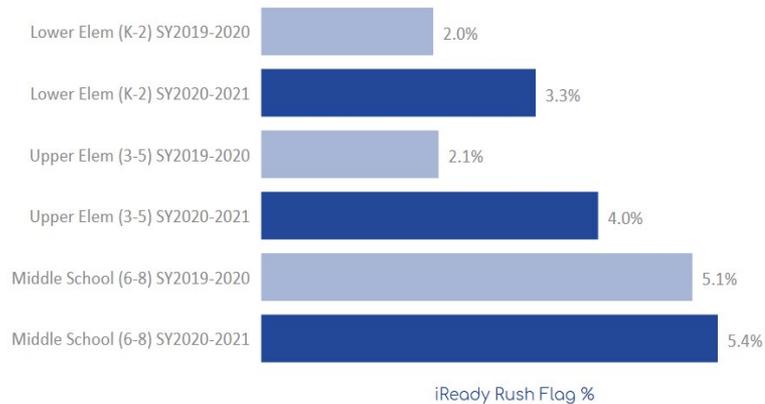
Testing during virtual learning

- Many students took longer than typical to complete the test



- Some students had guessing rates and rushing flag data call their score's validity into question
- Pages 9-10, Appendix

i-Ready Percent of Test Takers with Rush Flag by Fall Year and Grade Band



Our sample of “reliable” test-takers

- Data from NWEA MAP and i-Ready Diagnostic, computer-adaptive assessments, and TRC, a literacy tool
- 14,500 students from DC Public Schools and charter schools (12 LEAs and 136 schools) and reflective of city demographics
- Page 11, Appendix

	All DC Students 2019-20	Sample used for Analyses
<i>Asian</i>	2%	2%
<i>Black/African American</i>	64%	60%
<i>Hispanic/Latinx</i>	20%	21%
<i>Two or More Races</i>	3%	3%
<i>White</i>	12%	14%
<i>At-Risk</i>	47%	44%
<i>Students with Disabilities</i>	17%	17%
<i>Total Students (K-10)</i>	70,752	14,528
<i>Total Students (3-8)</i>	36,655	7,578

Our sample used for analysis

Fall 2020-21 All Tests Participation

10

LEAs

130

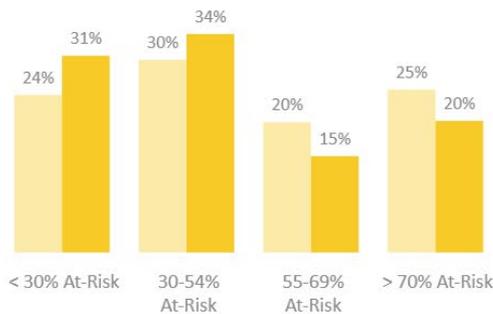
Schools

14,528

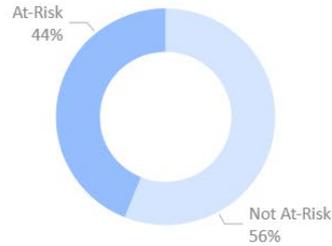
Students

Actual Enrollment & Fall Tested Pop. by Percent At-Risk Served School Group

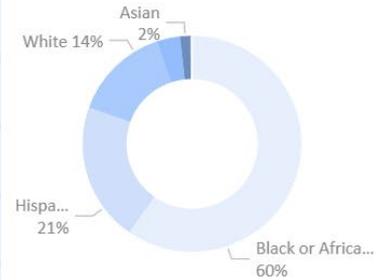
● Actual Enrollment ● Fall Tested Population



Tests by Student At-Risk



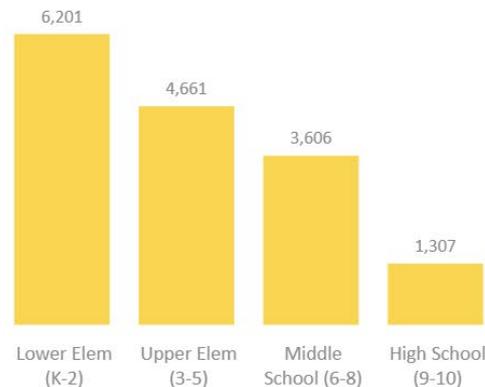
Tests by Race/Ethnicity



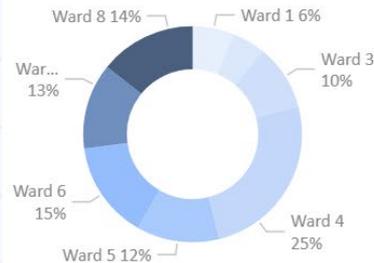
Returning Student Status



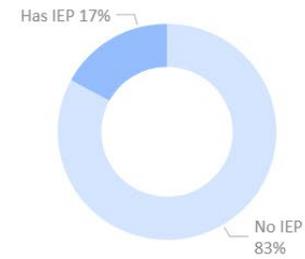
Fall Tested Population by Grade Band



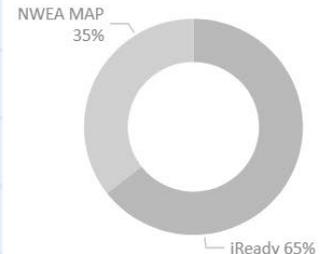
Tests by Ward of School



Tests by Disability Status



Tests by Assessment Type



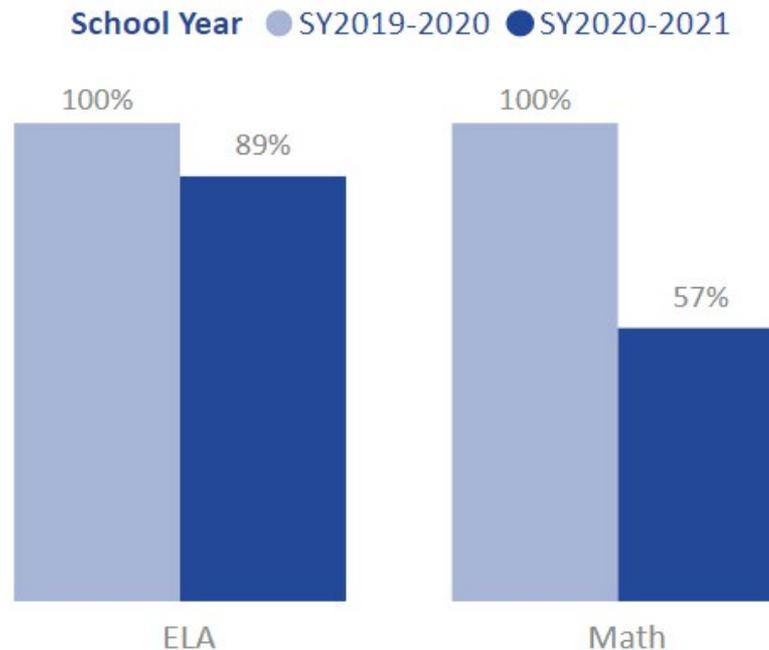
DC students are experiencing a “COVID learning slide”

- Students have **lost 4 months of learning in math** and **1 month of learning in reading** on average
- At-risk students have **lost 5 months of learning in math** and **4 months of learning in reading** on average
- **Achievement gaps are growing in DC**, and at-risk students are falling significantly behind
- DC COVID learning slides are similar to national COVID learning slides
- The slide was less than projected by national organizations this past spring



all students group from sample:
4-month slide in math & **1-month** in ELA

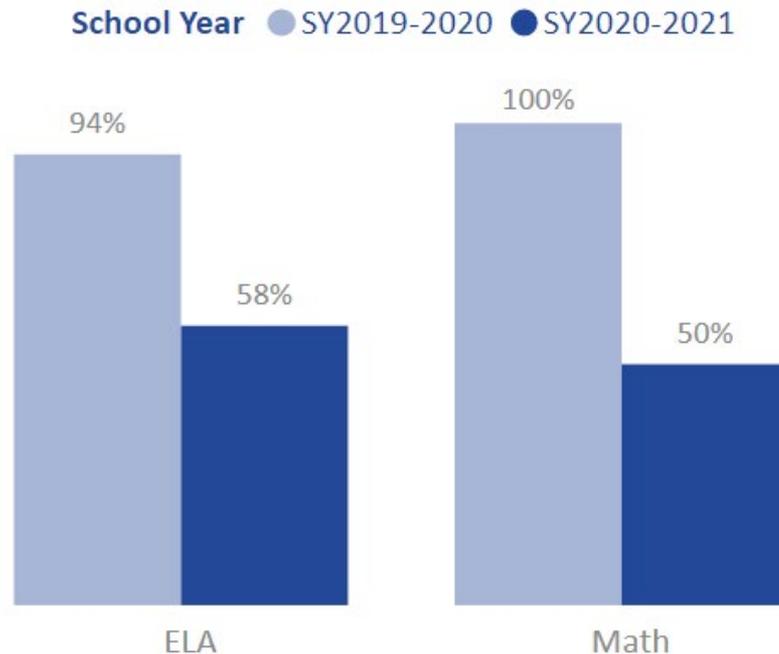
Percent of Typical Fall-to-Fall Growth Made by Subject for All Students in Grades 3-8



at-risk students:

5-month slide in math & 4-month in ELA

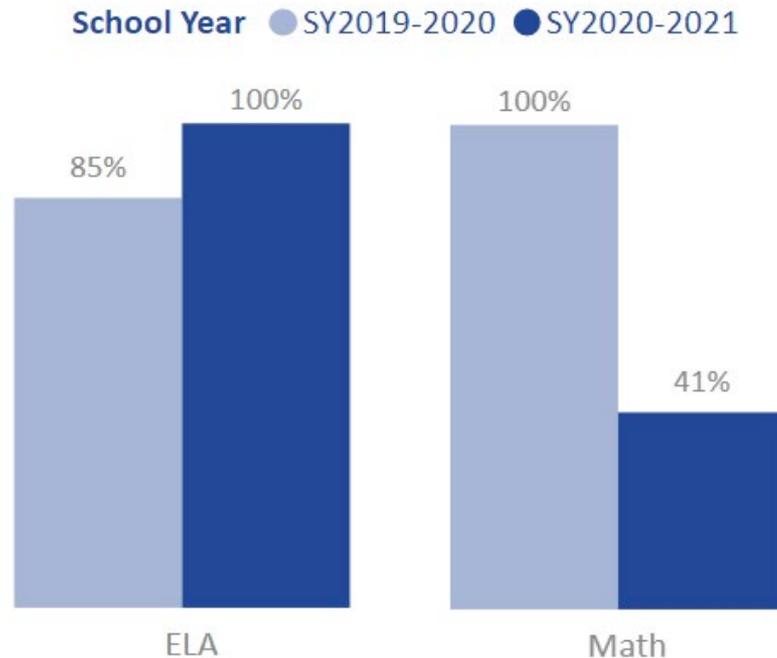
Percent of Typical Fall-to-Fall Growth Made by Subject for At-Risk Students in Grades 3-8



students with disabilities:

6-month slide in math & limited slide in ELA

Percent of Typical Fall-to-Fall Growth Made by Subject for Students with Disabilities in Grades 3-8



additional student groups:

ELA % of Expected Growth Made from Fall 2019 to Fall 2020

Equity Group	Fall 19-20	Fall 20-21	Change
All Students	100%	89%	-11%
At-Risk	94%	58%	-36%
Not At-Risk	108%	114%	7%
Has IEP	85%	100%	15%
No IEP	100%	88%	-13%
At-Risk & IEP	68%	80%	11%
Not At-Risk & No IEP	113%	113%	-0%
Black	94%	62%	-32%
Latinx	116%	117%	0%
White	127%	176%	50%
Other Races	50%	147%	97%
East of the River	103%	49%	-54%
West of the River	100%	110%	10%

Math % of Expected Growth Made from Fall 2019 to Fall 2020

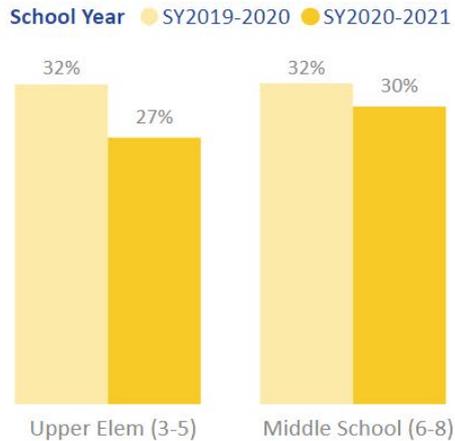
Equity Group	Fall 19-20	Fall 20-21	Change
All Students	100%	57%	-43%
At-Risk	100%	50%	-50%
Not At-Risk	100%	63%	-38%
Has IEP	100%	41%	-59%
No IEP	100%	62%	-38%
At-Risk & IEP	100%	29%	-71%
Not At-Risk & No IEP	105%	63%	-42%
Asian	133%	38%	-95%
Black	100%	50%	-50%
Latinx	93%	74%	-19%
White	127%	78%	-48%
Other Races	71%	46%	-25%
East of the River	100%	50%	-50%
West of the River	100%	60%	-40%



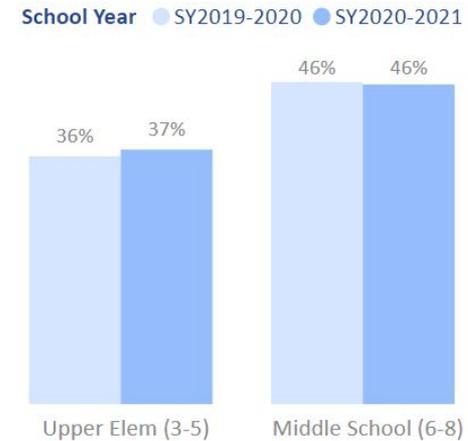
Fewer students are on-track for PARCC proficiency in grades 3-8

- Data for **all students** group
- *Actual spring drops may be larger due to missing low-performing students and possible continuing slide*

Math % Above 60th Percentile by Grade Level in Fall 2019 and Fall 2020 - Students with Similar Test Characteristics



ELA % Above 60th Percentile by Grade Level in Fall 2019 and Fall 2020 - Students with Similar Test Characteristics



Fewer at-risk students are on-track for PARCC proficiency in grades 3-8

- *Actual spring drops may be larger due to missing low-performing students and possible continuing slide*

ELA/Reading On-Track for PARCC Proficiency

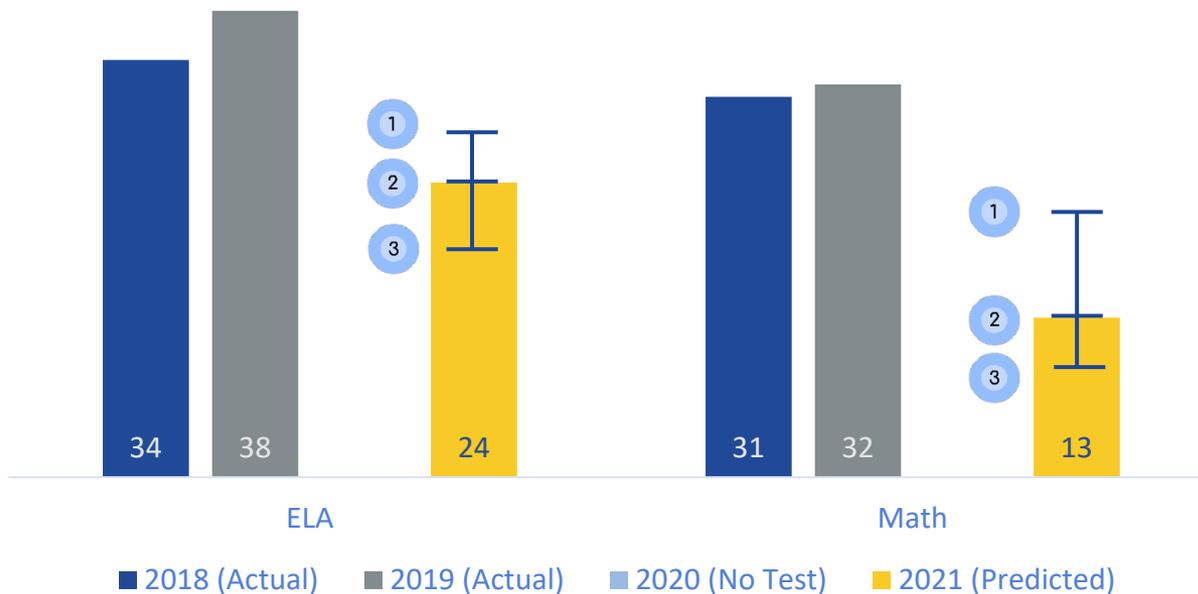
Equity Group	Fall 19-20	Fall 20-21	Change
All Students	43%	42%	-1.1%
At-Risk	26%	19%	-6.9%
Not At-Risk	54%	55%	1.4%
Has IEP	14%	22%	8.0%
No IEP	50%	47%	-3.1%
At-Risk & IEP	5%	9%	3.4%
Not At-Risk & No IEP	60%	59%	-0.4%
Asian	78%	78%	0.0%
Black	30%	24%	-6.4%
Latinx	39%	45%	6.1%
White	89%	92%	3.8%
Other Races	76%	79%	3.0%
East of the River	26%	18%	-8.1%
West of the River	48%	49%	0.8%

Math On-Track for PARCC Proficiency

Equity Group	Fall 19-20	Fall 20-21	Change
All Students	34%	28%	-5.3%
At-Risk	16%	9%	-6.3%
Not At-Risk	47%	42%	-5.4%
Has IEP	7%	7%	0.1%
No IEP	40%	33%	-6.6%
At-Risk & IEP	3%	3%	-0.4%
Not At-Risk & No IEP	53%	47%	-6.3%
Asian	65%	60%	-4.9%
Black	20%	14%	-6.5%
Latinx	26%	22%	-3.9%
White	83%	79%	-4.1%
Other Races	55%	55%	-0.1%
East of the River	15%	9%	-6.3%
West of the River	39%	35%	-4.9%

Updated models of 2021 PARCC proficiency for grades 3-8

- Spring 2020 projections updated with fall 2020 information
- Data below for **all students** group

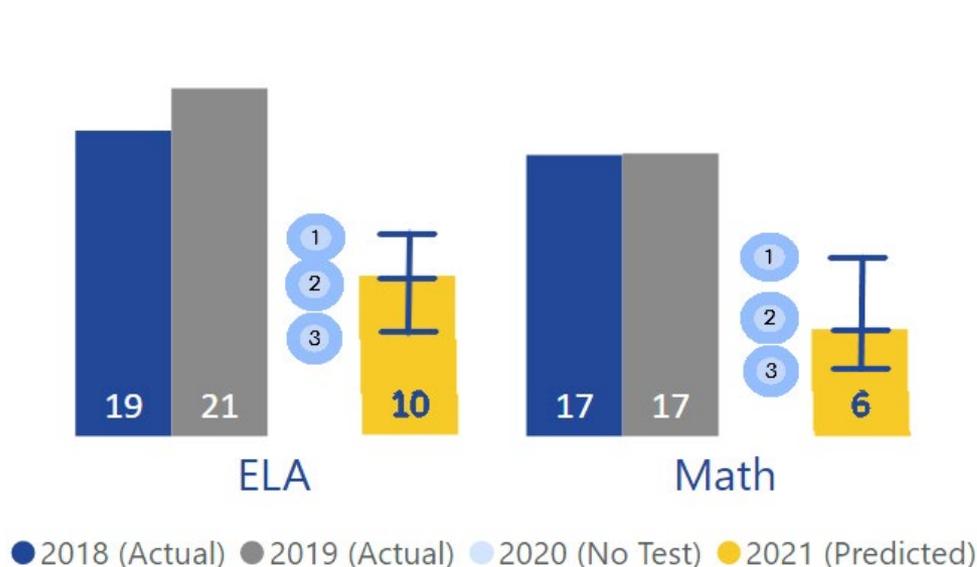


Model Explanations

- ① Return to in-person in Feb. and improved dist. learning
- ② Fully remote and improved distance learning
- ③ Fully remote and no improved distance learning

Updated models of 2021 PARCC proficiency for grades 3-8

- Spring 2020 projections updated with fall 2020 information
- Data below for **at-risk students**



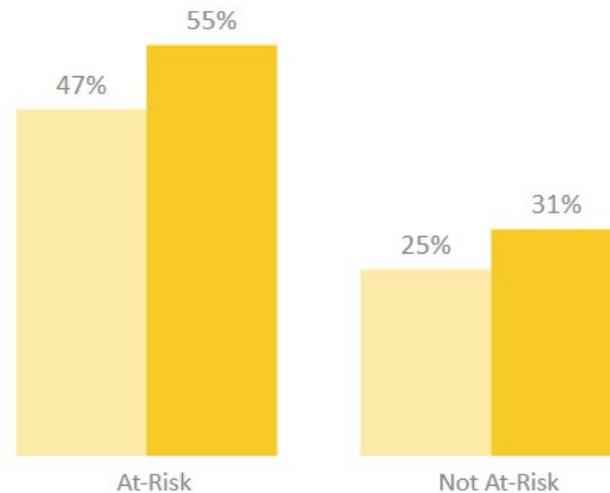
Model Explanations

- 1 Return to in-person in Feb. and improved dist. learning
- 2 Fully remote and improved distance learning
- 3 Fully remote and no improved distance learning

2+ Grade Levels Behind in Math by At-Risk Status and School Year

School Year ● SY2019-2020 ● SY2020-2021

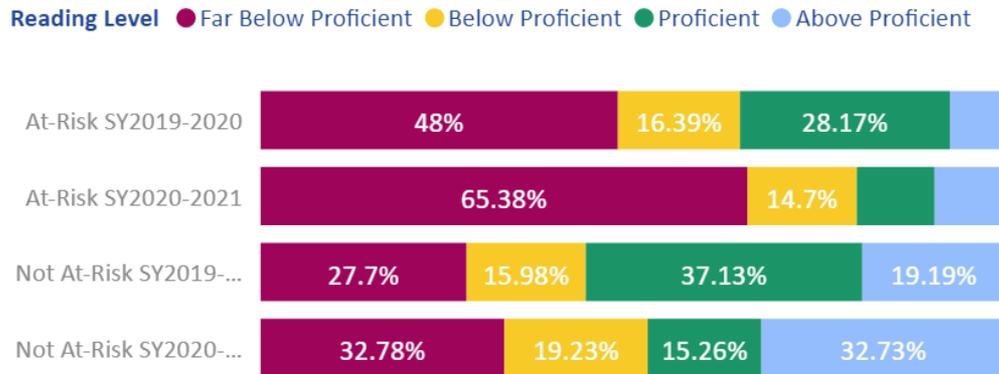
More students are 2+ grade levels behind; At-risk students are more likely to fall behind



Early literacy proficiency declined for students in grades K-2

- Lower achieving student groups had the largest proportional declines

Students by At-Risk Status, School Year and Reading Level

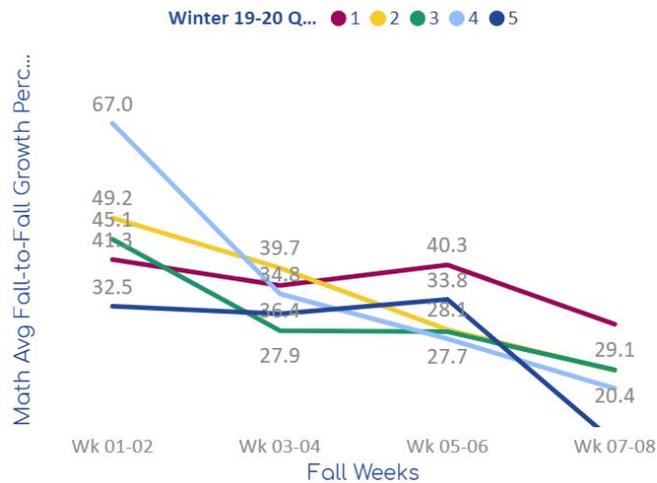


Percent of Students in Grades K-2 Proficient on Early Literacy Assessment

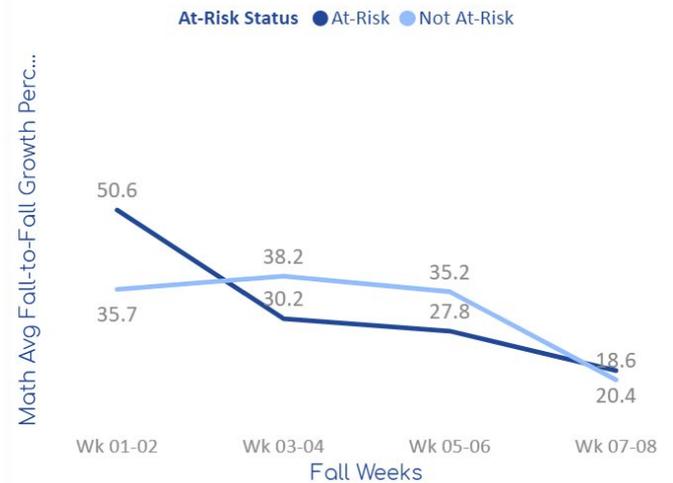
Equity Group	Fall 19-20	Fall 20-21	Change
All Students	48%	36%	-12%
At-Risk	37%	21%	-16%
Not At-Risk	58%	48%	-9%
Has IEP	26%	15%	-11%
No IEP	52%	40%	-12%
At-Risk & IEP	16%	9%	-7%
Not At-Risk & No IEP	60%	52%	-8%
Asian	60%	74%	14%
Black	44%	28%	-16%
Latinx	34%	27%	-6%
White	74%	64%	-10%
Other Races	68%	62%	-6%
East of the River	39%	21%	-19%
West of the River	51%	42%	-10%

COVID math slide through the long fall testing window

Math Avg Fall-to-Fall Growth Percentile by Fall 2020 Instructional Week and Winter 19-20 Quintile



Math Avg Fall-to-Fall Growth Percentile by Fall 2020 Instructional Week and At-Risk Status

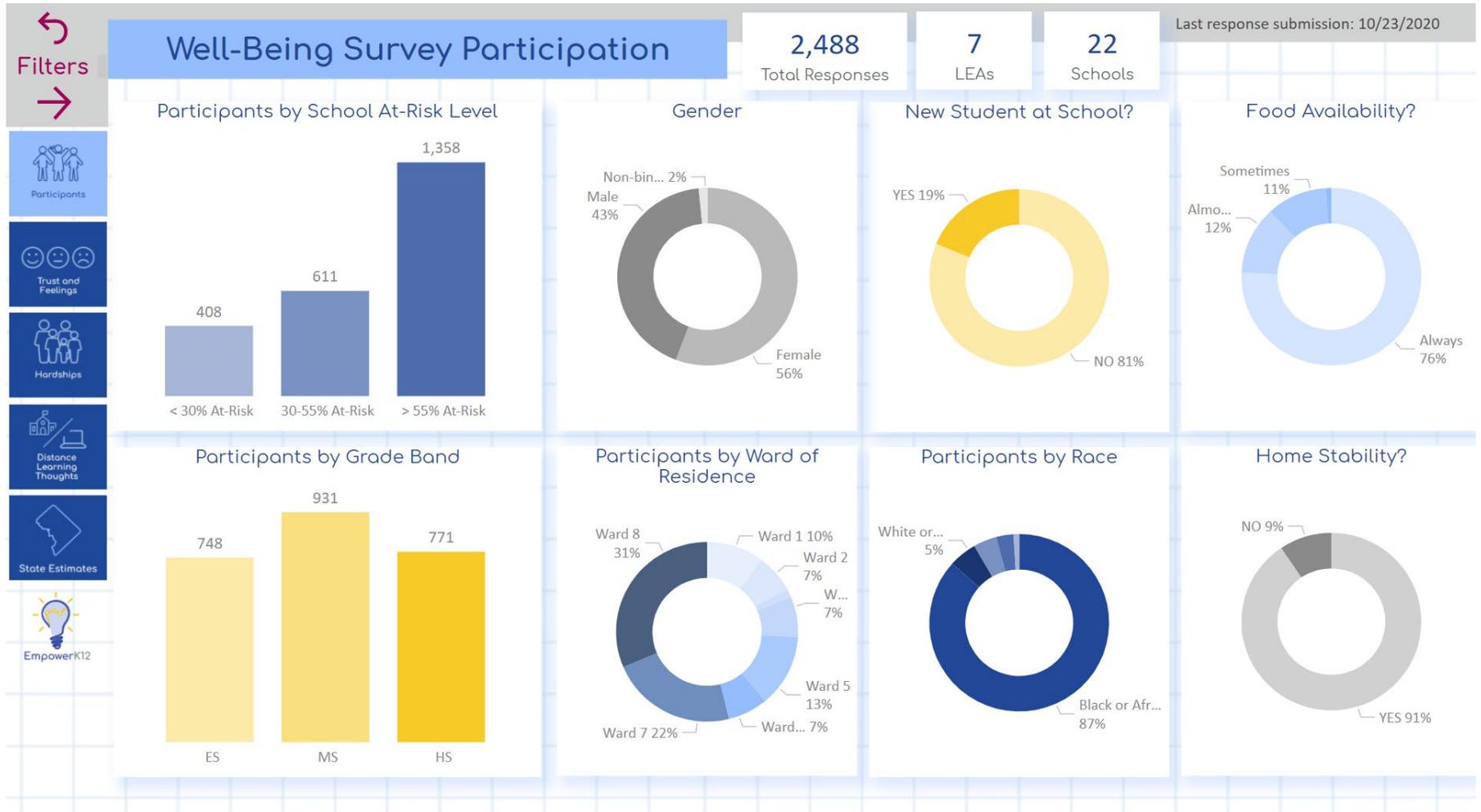


Fall student well-being survey

- First locally-designed well-being survey administered by multiple LEAs
- Focus was on how students are feeling about school and home life during these remarkable times
- Students primarily in grades 3-12 participated in anonymous survey
- Mid-September through mid-October



DC Student Well-Being Survey - Fall Part.



Top Level Findings

- **Food and Housing Stability Matter** We found key differences in how students are feeling and their likelihood to feel confident about being successful based on how they answered 2 questions:
 - Is there always enough food available for you and your family?
 - Do you have a permanent home or apartment?
- **Distance Learning Confidence** Elementary school students were more likely to express confidence while distance learning and less emotionally impacted by the pandemic, high schoolers expressed the opposite
- **Positive Adult Relationships** are still the norm with most students saying there is an adult at school they can go to for help (79%) and an adult outside of school they trust no matter what (80%). These feelings were common across all wards in the District.



How often are students feeling happy, loved, mad, and sad?

- Most students (82%) feel happy most or every day
- They also feel loved or cared for most of the time (92%)
- Less than 10% of students feel mad or sad every day
- Students who do not always have enough food available were slightly less likely to report positive feelings and more likely to report negative feelings most or every day

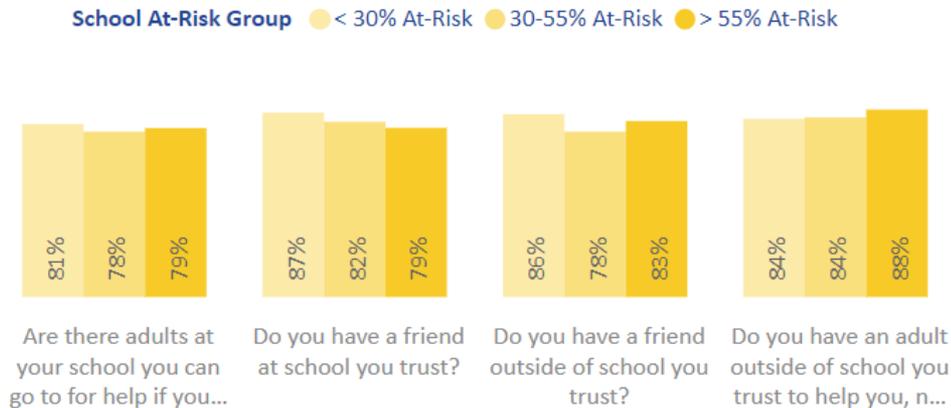
Responses to Feelings Questions by Food Availability

Question	Every day	Most days	Rarely	Never
<input type="checkbox"/> How often do you feel cared for?				
Always	78%	17%	4%	2%
Not Always	63%	22%	11%	4%
<input type="checkbox"/> How often do you feel happy?				
Always	43%	42%	12%	3%
Not Always	34%	41%	21%	4%
<input type="checkbox"/> How often do you feel lonely?				
Always	10%	17%	31%	41%
Not Always	16%	25%	25%	33%
<input type="checkbox"/> How often do you feel loved?				
Always	76%	17%	6%	2%
Not Always	60%	25%	12%	3%
<input type="checkbox"/> How often do you feel mad?				
Always	9%	36%	44%	11%
Not Always	9%	44%	39%	9%
<input type="checkbox"/> How often do you feel sad?				
Always	7%	27%	44%	22%
Not Always	10%	30%	44%	16%

Do students have adults and friends inside and out of school they trust?

Question	NO	YES
Are there adults at your school you can go to for help if you need it right now?	21%	79%
Do you have a friend at school you trust?	19%	81%
Do you have a friend outside of school you trust?	18%	82%
Do you have an adult outside of school you trust to help you, no matter what?	14%	86%

- More than four out of every five students report having friends and adults in and out of school that they trust
- Response rates do not change based on the type of school (percent at-risk served) they attend



Recommended strategies

- Focus on the **joy of learning** and **student well-being**
- Invest in creative **extended school day, week, and year** initiatives
- Adopt an improvement science approach and **foster collaboration for school leaders and educators** in cross-sector improvement networks
- **Lead with data** and continue monitoring COVID impacts

