Rhode Island Performance on Renaissance Star

Dr. Katie McClarty
February 16, 2021
Our mission

“To accelerate learning for all children and adults of all ability levels and ethnic and social backgrounds, worldwide.”
Agenda

1. Renaissance Data and COVID Impact
2. National Picture
3. Rhode Island Picture
4. Accelerating Learning
Source of Renaissance Data
Definition of Academic Impact

Comparison to “Typical”

Phase 1: Pre-COVID 19
Phase 2: COVID 19 Pandemic
Phase 3: Post-COVID 19

Academic Achievement Over Time

Fall 2019 Winter 2020 Fall 2020 Winter 2021
Typical COVID

Focus of our data presentation

©Copyright 2021 Renaissance Learning Inc. All rights reserved.
Accelerating Learning

What does the future look like?

Phase 1: Pre-COVID 19

Phase 2: COVID 19 Pandemic

Phase 3: Post-COVID 19

Academic Achievement Over Time

Fall 2019  Winter 2020  Fall 2020  Winter 2021

Typical  COVID
Results from Fall Testing
National Picture

• Which areas?
  — Mathematics
  — Late Elementary Grades

• How big were the effects?
  — 8-11 weeks average for Math
  — 0-3 weeks average for Reading

• Who was most impacted?
  — Students of color
  — High-poverty schools
  — Rural and small-town schools
Rhode Island Star Testing

Who tested?

<table>
<thead>
<tr>
<th></th>
<th>20-21 Enrollment</th>
<th>Fall 2020 Star Reading</th>
<th>Fall 2020 Star Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>52%</td>
<td>49%</td>
<td>49%</td>
</tr>
<tr>
<td>Female</td>
<td>48%</td>
<td>48%</td>
<td>48%</td>
</tr>
<tr>
<td>Asian</td>
<td>3%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>African American</td>
<td>9%</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>29%</td>
<td>36%</td>
<td>37%</td>
</tr>
<tr>
<td>White</td>
<td>54%</td>
<td>45%</td>
<td>44%</td>
</tr>
<tr>
<td>MLL</td>
<td>11%</td>
<td>16%</td>
<td>16%</td>
</tr>
<tr>
<td>IEP</td>
<td>16%</td>
<td>15%</td>
<td>15%</td>
</tr>
</tbody>
</table>
Rhode Island Star Testing

Where did students test?

- 40% In School
- 30% Remote
- 30% Unknown
Rhode Island Academic Impact

Which areas were most impacted, and how big was the impact?

<table>
<thead>
<tr>
<th>Grade</th>
<th>Mathematics</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 2</td>
<td>2-3+ months behind*</td>
<td>Less than 1 month behind</td>
</tr>
<tr>
<td>Grade 3</td>
<td>2-3+ months behind*</td>
<td>Less than 1 month behind</td>
</tr>
<tr>
<td>Grade 4</td>
<td>2-3+ months behind*</td>
<td>Less than 1 month behind</td>
</tr>
<tr>
<td>Grade 5</td>
<td>2-3+ months behind*</td>
<td>Less than 1 month behind</td>
</tr>
<tr>
<td>Grade 6</td>
<td>1-2 months behind</td>
<td>Less than 1 month behind</td>
</tr>
<tr>
<td>Grade 7</td>
<td>1-2 months behind</td>
<td>Less than 1 month behind</td>
</tr>
<tr>
<td>Grade 8</td>
<td>1-2 months behind</td>
<td>Less than 1 month behind</td>
</tr>
<tr>
<td>Grade 9</td>
<td>Less than 1 month behind</td>
<td>Less than 1 month behind</td>
</tr>
<tr>
<td>Grade 10</td>
<td>Less than 1 month behind</td>
<td>Less than 1 month behind</td>
</tr>
<tr>
<td>Grade 11</td>
<td>Less than 1 month behind</td>
<td>Less than 1 month behind</td>
</tr>
<tr>
<td>Grade 12</td>
<td>Less than 1 month behind</td>
<td>Less than 1 month behind</td>
</tr>
</tbody>
</table>

* The months behind is categorized based on Effect Size (ES). ES greater than .45 is 2-3+ months, ES between .15 and .45 is 1-2 months, and ES less than .15 is less than one month.
Rhode Island Academic Impact

Who was impacted the most?

<table>
<thead>
<tr>
<th></th>
<th>Mathematics</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IEP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* The months behind is categorized based on Effect Size (ES). ES greater than .45 is 2-3+ months, ES between .15 and .45 is 1-2 months, and ES less than .15 is less than one month.
Accelerating Learning

Most recent student performance data through February 1st, 2021

- Two months into the winter test window, Fall 2020 to Winter 2021 growth rates have stabilized and are roughly consistent with previous years.

- On average, students are neither falling back further nor catching-up.
RICAS Summative Projections

RICAS Projected Percentage of Students Proficient or Above

Academic impact defined as lower percentages of students projected to be proficient on RICAS

Fall 2019

Fall 2020

7.7%

3.3%
Summary

• Rhode Island students were academically impacted by COVID.

• Impact ranged from substantial (> 12 weeks) to minor (0 – 3 weeks).

• There was little variation among subgroups. All were impacted.

• Most recent data suggests a return to normal growth rates, but we need to exceed normal growth rates to increase student proficiency.

• Validating COVID-impact should include information from many sources.
Rhode Island Academic Impact

Which areas were impacted and by how much?

Effect Size:
-0.6  12+ Weeks Behind
-0.45  8-11 Weeks Behind
-0.3   4-7 Weeks Behind
-0.15  +/- 3 Weeks Behind/Ahead
  0.15  +/- 3 Weeks Behind/Ahead

Grade 2:
  Mathematics

Grade 3:
  Mathematics
  Mathematics

Grade 4:
  Mathematics

Grade 5:
  Mathematics

Grade 6:
  Mathematics

Grade 7:
  Mathematics

Grade 8:
  Mathematics

Grade 9:
  Mathematics

Grade 10:

Grade 11:

Grade 12:

©Copyright 2021 Renaissance Learning Inc. All rights reserved.
Rhode Island Academic Impact

Who was impacted the most?  

Grade 4 Example

Effect Size | -0.6 | -0.45 | -0.3 | -0.15 | 0.15 |
---|---|---|---|---|---|
12+ Weeks Behind | 8-11 Weeks Behind | 4-7 Weeks Behind | +/- 3 Weeks Behind/Ahead | +/- 3 Weeks Behind/Ahead |
Overall | Mathematics | Mathematics | Mathematics | Mathematics |
LEP | Reading | Reading | Reading | Reading |
IEP | Mathematics | Mathematics | Mathematics | Mathematics |
Female | Reading | Reading | Reading | Reading |
Male | Reading | Reading | Reading | Reading |
African American | Mathematics | Reading | Reading | Reading |
Asian | Mathematics | Mathematics | Reading | Reading |
Hispanic | Mathematics | Reading | Reading | Reading |
White | Mathematics | Reading | Reading | Reading |