

# 10 - What Does the Data Say?

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# **Data Insights: How the Pandemic is Affecting the 2020 – 2021 School Year**

<http://education.ohio.gov/Topics/Reset-and-Restart/Data-Insights-on-the-2020-2021-School-Year>

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# Introduction

- Opportunity to Learn
  - Education delivery models
  - Internet connectivity and technology needs
- Student enrollment and attendance
- Early grade assessments:
  - Kindergarten Readiness Assessment
  - Third Grade English Language Arts
- Resources to support learning

# Education Delivery Models

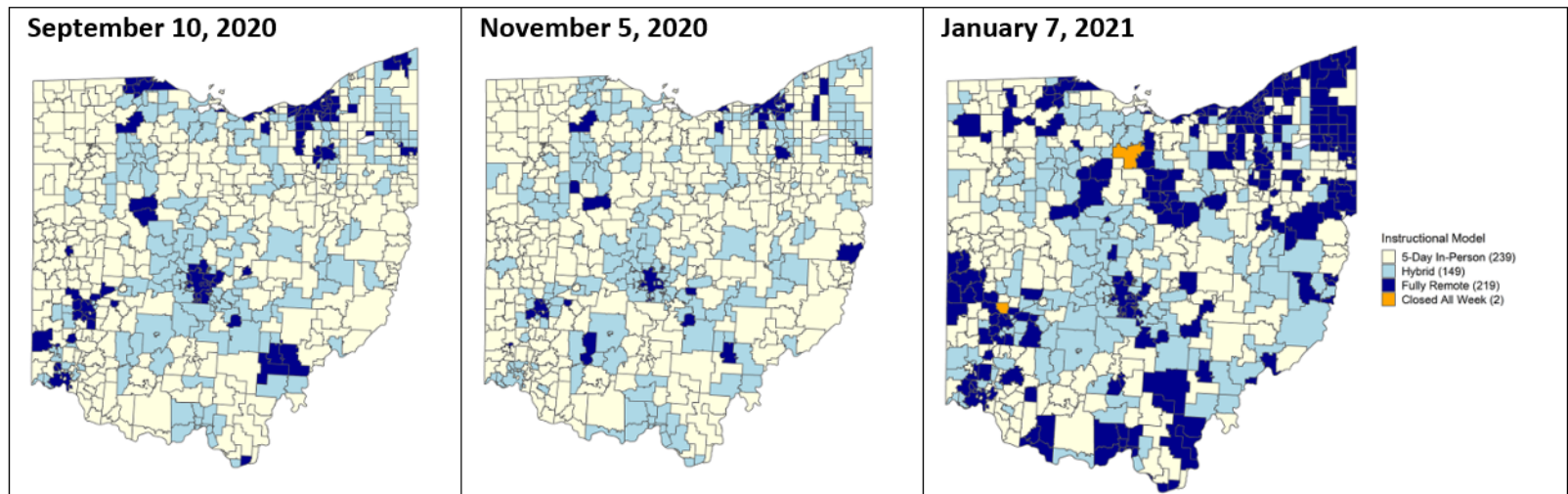


Figure 1

# Education Delivery Model

- The share of total enrollment in districts using a Fully Remote model decreased from 31% on Sept. 10 to 13% on Nov. 5 and then increased to 47% on Jan 7
- Despite the trend toward more remote education seen in the fall, recent data suggest districts are striving to return students to the classroom.
- School district instructional model snapshots are updated weekly and can be found on the Department's [Reset and Restart](#) page.

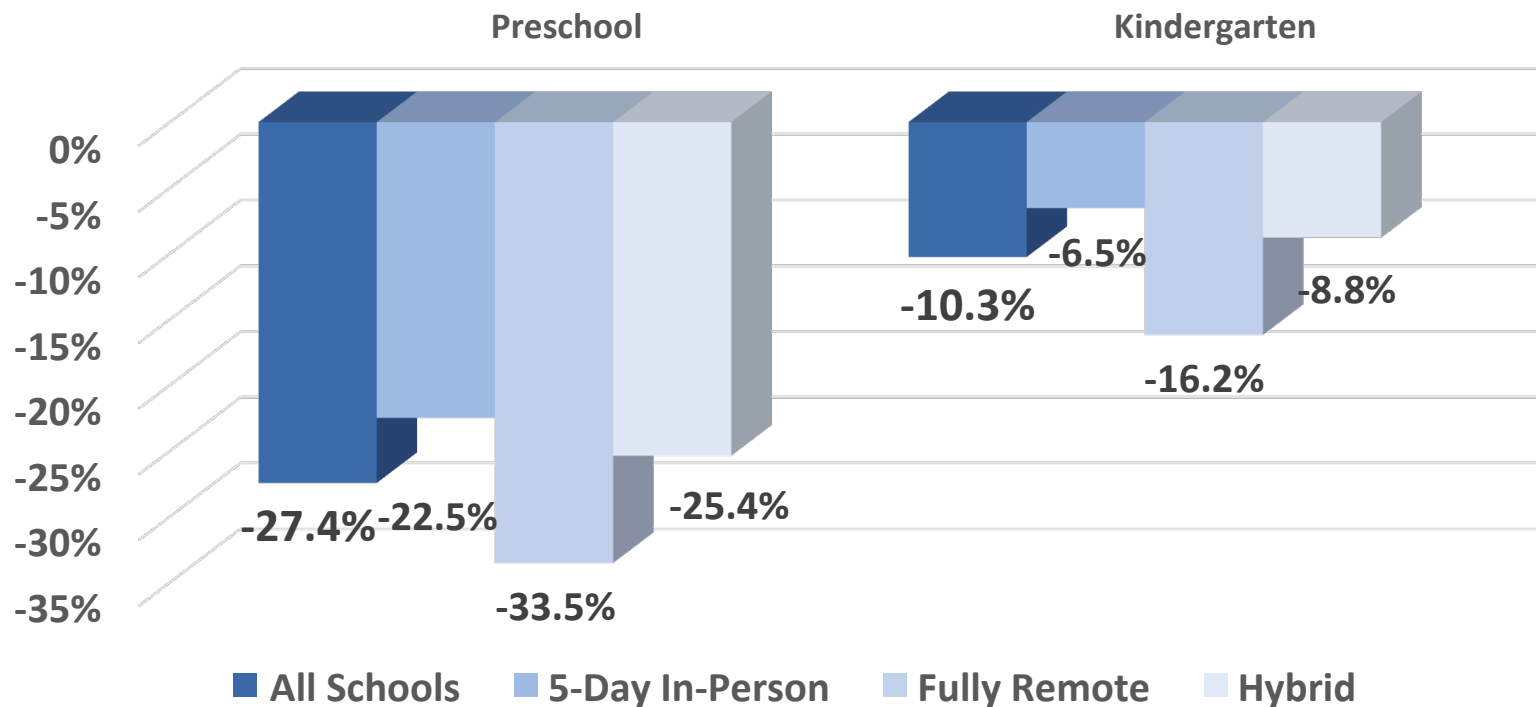
# Internet Connectivity

Based on plans submitted in August 2020:

- 45% of submitted plans indicated that work was happening on increasing students' in-home internet connectivity, while 30% of plans reflected work on increasing community options for internet connectivity (for example, access to free Wi-Fi in school parking lots).
- A much higher percentage of districts (85%) described plans to provide technology (e.g., laptop, tablet) to students.
- 43% of districts planned to increase both connectivity and technology access.

# Youngest Learners

Table 2. Among all public districts, preschool and kindergarten enrollment is down in 2020-2021. The decrease is greatest among those districts that began the year fully remote.



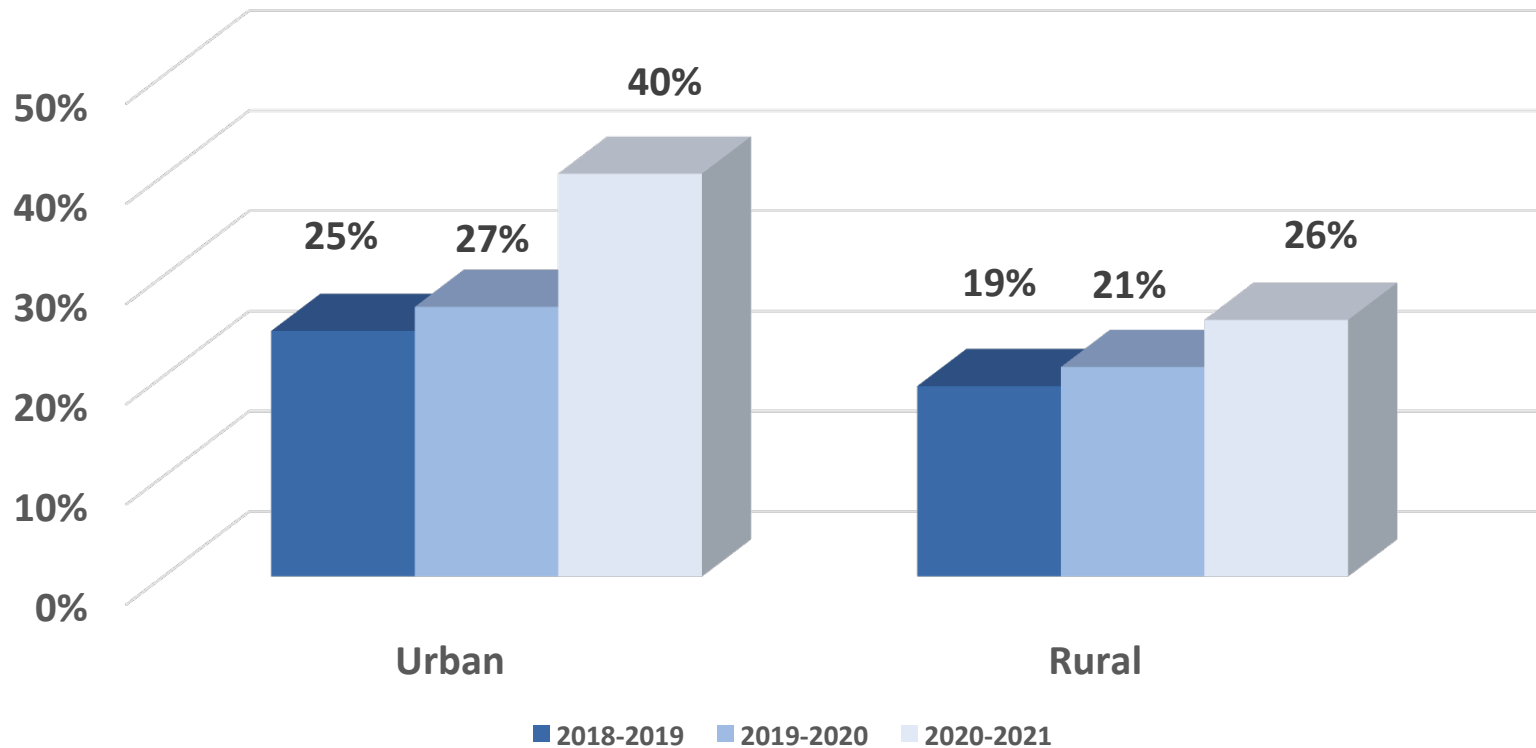
# More Information on Enrollment

The [full enrollment report](#) contains data for all Ohio school districts



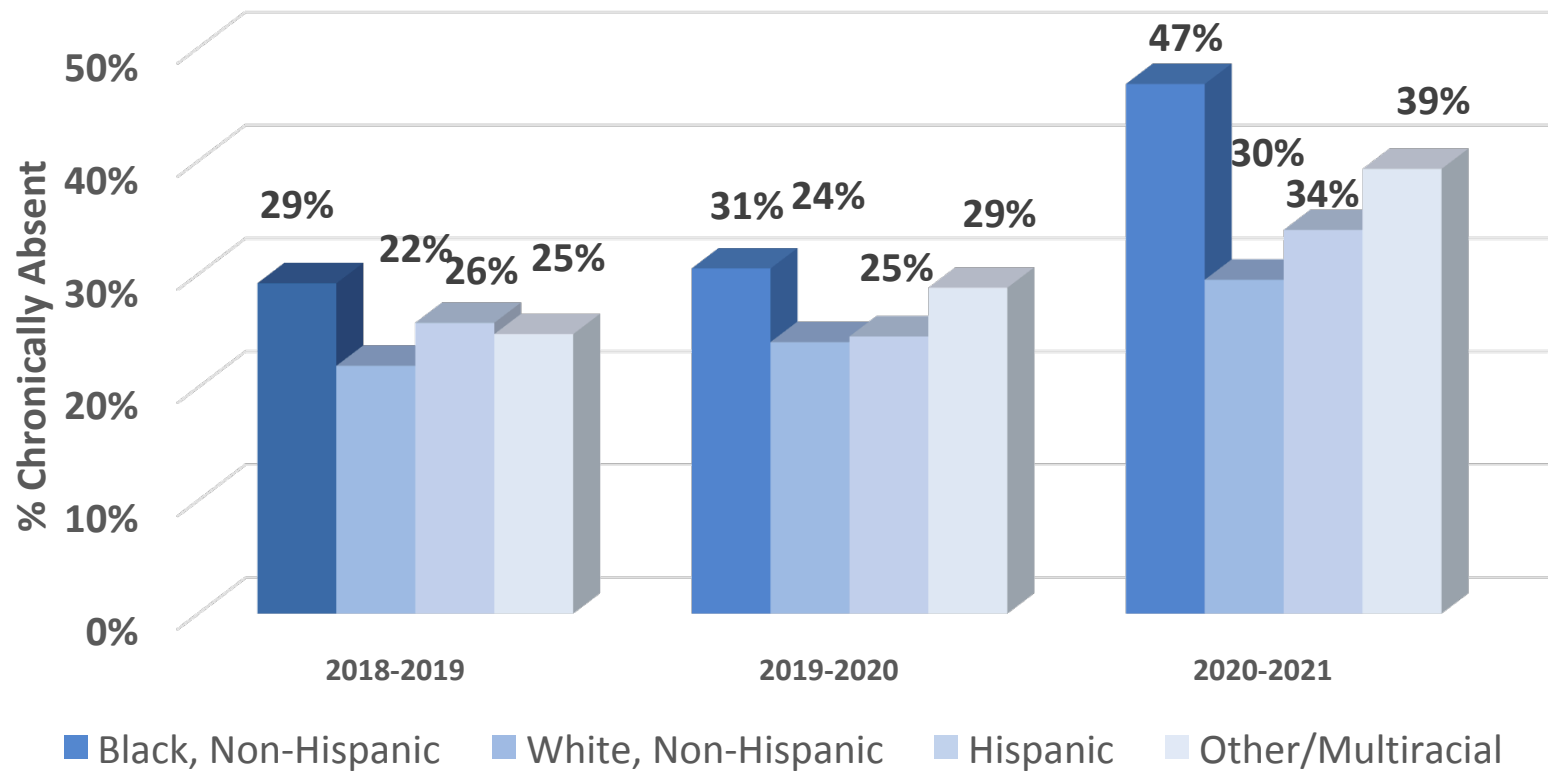
# Chronic Absenteeism

Table 4. Among both urban and rural Proving Ground partners, chronic absenteeism is up.



# Chronic Absenteeism by Group

Table 5. Among Proving Ground partners, gaps in chronic absenteeism increased in 2020-2021<sup>a</sup>



# Fall Assessment Data

- Results from Ohio's 2020 Kindergarten Readiness Assessment (KRA) and fall third grade English Language Arts (ELA) assessment represent the first statewide assessment results since the start of the pandemic.
- These preliminary data can be used to support continuous improvement purposes to inform instructional and policy decisions.

***It is important to note that these data should not be used to rank districts and should not be compared to previous Ohio School Report Card results.***

# Fall Assessments in Ohio

- KRA-R
  - Fall 2020 saw administration of 27 item test for first time
  - Could not be done 100% remotely
- English Language Arts in 3<sup>rd</sup> grade
  - Students will be able to take again in Spring 2021
  - Full Report on fall 2020 KRA-R [here](#)
  - Full Report on fall 2020 ELA on John Glenn College of Public Affairs site [here](#)

# Importance of Context

Within the contexts of:

- Education delivery model,
- Connectivity,
- Enrollment,
- Attendance, and
- Participation rate,

only then can we understand **Test Performance**

# Participation Rates in Fall Tests

- 78% of kindergarten students completed KRA-R
  - Compared to 93% previously
  - Non test takers were more likely identified as disabled, English Learner, economically disadvantaged, or non-white
- 81% of third grade students completed ELA
  - Compared to 95% previously
  - Non test takers were more likely non-white, economically disadvantaged, and/or reside in districts with low achievement

# Performance on KRA-R

- More children (47.6%) scored Not on Track for language and literacy than any previous year (39.7%, 39.1%, and 38.2%)
- More children scored in the lowest performance category than any previous year (23.7% compared to 22.5%, 22.7%, and 22.4% previous three years)
- Vulnerable groups showing poorest scores

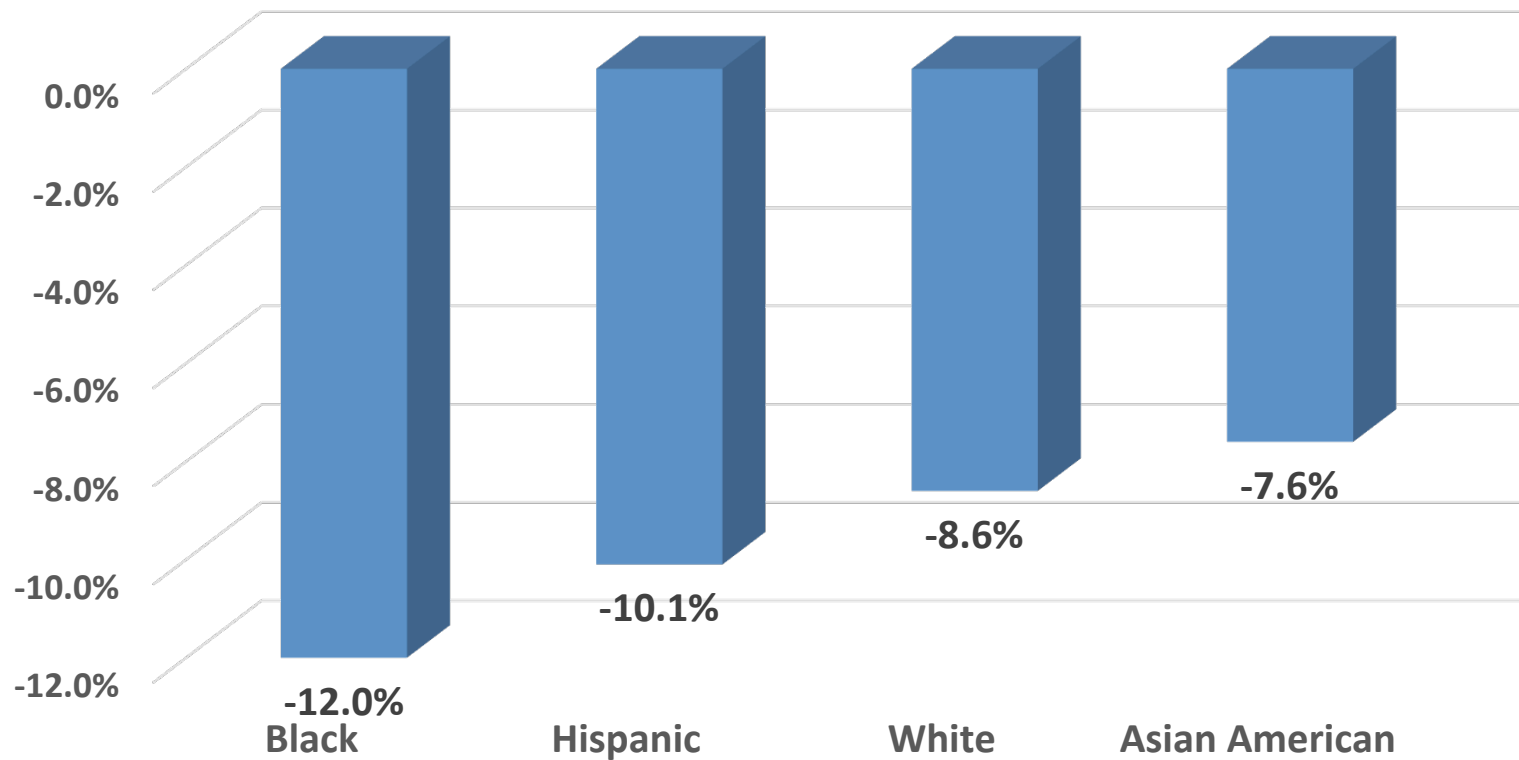
# Performance on 3<sup>rd</sup> ELA

- Fall 2020 third grade proficiency rates are approximately 8 percentage points lower than in 2019.
- The decrease in third grade was more marked among students learning in districts that were using a fully remote education delivery model.



# Performance on 3<sup>rd</sup> ELA

Percentage point decreases between Fall 2019 and Fall 2020 3rd Grade ELA were greater for Black and Hispanic students than white and Asian American students



# District Level Data

Districts have received detailed information regarding these assessments which can be used to drive improvement conversations at the local level.

District level KRA-R and Fall ELA files are available on the Data Insights page [here](#)

***Note: these data represent preliminary data from test vendor files that have not been verified through the EMIS submission process. It should not be considered final and is not comparable to previous Ohio School Report Cards.***

# Fall 2020 Test Take-aways

- *Most eligible students took the fall tests, but many of the state's most vulnerable students did not.*
- Even with lower enrollment and participation, *scores are substantially lower* than past years, especially for Black, Hispanic and economically disadvantaged students.
- Now is the time to support and plan

# Supporting Learning

- National analysts are predicting a widening gap that will take years to fix, not months
- Resources on supporting student learning available on the Data Insights page [here](#).

# So, what now?

Making sense of it all  
and planning, acting  
next

# Local Look: What does the opportunity to learn look like where you are?

- How is education being delivered?
- Are internet connectivity & technology needs being met?
- Which students are and are not enrolled?
- Which students are and are not attending?

# **Local Look: What resources have you accessed to help with the opportunities to learn?**

- Education delivery models
- Internet connectivity and technology needs
- Student enrollment and
- Student attendance

# **Local Look: What resources are you thinking of to support your youngest learners now, this summer, and next fall?**

- ESSER II funds (allowable uses)
- Extra learning opportunities (How? When?)
- Planning based on data (Who needs help?)
- Connecting with community feeder programs and families (Ask-gather input)