ASSESSMENT TO ACHIEVEMENT

EXECUTIVE SUMMARY OF RESULTS

Prepared for

The Utah State Board of Education

Standards and Assessment Committee

Submitted by

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Purpose

Assessment to Achievement is a project that uses School Transformation Teams to improve schools through the following three objectives.

EFFECTIVELY USE DATA: Participants will be able to use SAGE and other relevant assessment data, as part of collaborative, inquiry-based improvement cycles, to determine learning gaps that need to be addressed and areas of instruction that need to be changed.

DRIVE ACHIEVEMENT WITH EVIDENCE-BASED INSTRUCTION: Participants will be able to implement with fidelity, evidence-based instructional strategies that produce large effects on student learning and achievement.

IMPROVE SCHOOL PERFORMANCE THROUGH COLLABORATION: Participants will establish and implement collaborative structures and systems to effectively progress monitor both instruction and student performance.

At the time of the evaluation, there are two Assessment to Achievement cohorts. Cohort 1 includes 45 schools and is in its third year. Cohort two, which is beginning its second year, is comprised of 43 schools. This evaluation focuses on Cohort 1 given that it has been in operation longer and for a sufficient time to produce school effects. Schools selected for participation in Cohort 1 were targeted due to lower than state average performance on the course/level SAGE assessments in 2014. These gains are impressive with the understanding that even nominal gains for large numbers of students are statistically significant at the overall state level.

Achievement Results

The following results are based on SAGE Results in English Language Arts, Math and Science from Spring 2014 to Spring 2016. Specifically, the numbers in Tables One, Two and Three represent the percentage of students scoring proficient. 2014 is the baseline data for Assessment to Achievement. (To calculate true percentage gain: 2016 % proficient minus 2014% proficient divided by baseline year).

In A2A schools, 5.6% more students were proficient in in English Language Arts 2016 compared to 2014, which represents a 15.3% gain. In non A2A schools, 1.6% more students scored proficient in 2014 compared to 2016, which represents a 3.9% increase.

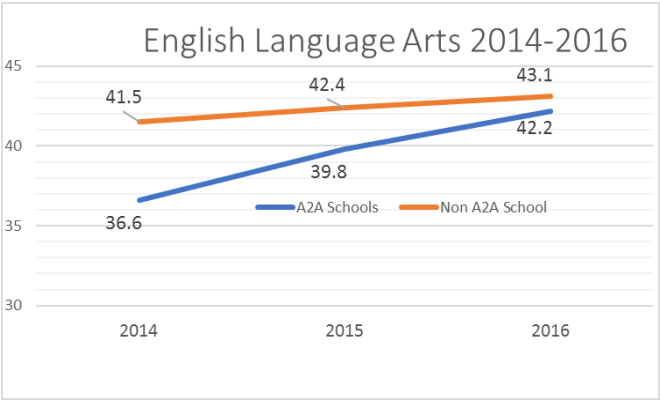


Table One: English Language Arts (% of Proficient Students)

Year	A2A Schools	Non A2A School
2014	36.6	41.5
2015	39.8	42.4
2016	42.2	43.1

In A2A schools, 8.3% additional students were proficient in Math 2016 compared to 2014, which represents a 22.3% gain. In non A2A schools, 5.2% more students scored proficient in 2014 compared to 2016, which represents a 13.0% increase.

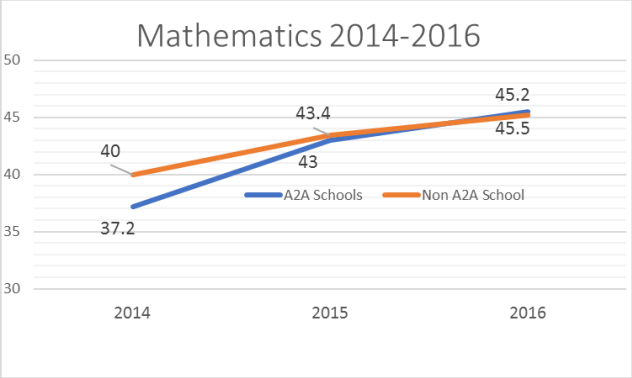


Table Two: Math (% of Proficient Students)

Year	A2A Schools	Non A2A School
2014	37.2	40.0
2015	43.0	43.4
2016	45.5	45.2

In A2A schools, 7.5% more students were proficient in Science in 2016 compared to 2014, which represents a 19.0% gain. In non A2A schools, 4.1% additional students scored proficient in 2014 compared to 2016, which represents a 9.5% increase.

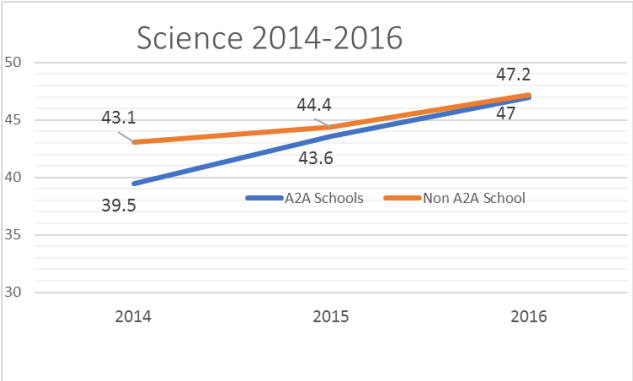


Table Three: Science (% of Proficient Students)

Year	A2A Schools	Non A2A School
2014	39.5	43.1
2015	43.6	44.4
2016	47.0	47.2

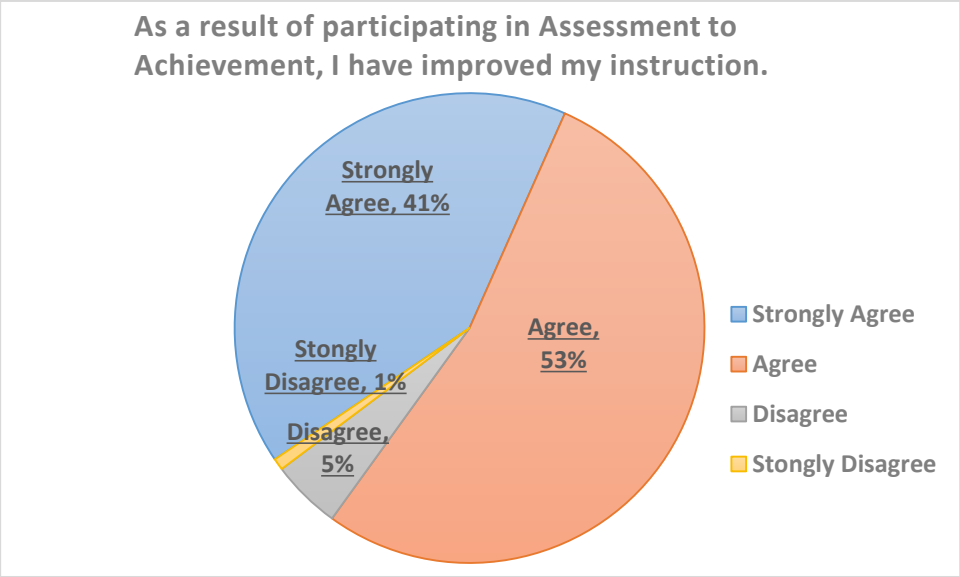
In all three subject areas, A2A Cohort 1 schools made greater gains on the SAGE from 2014 to 2016 than non A2A schools.

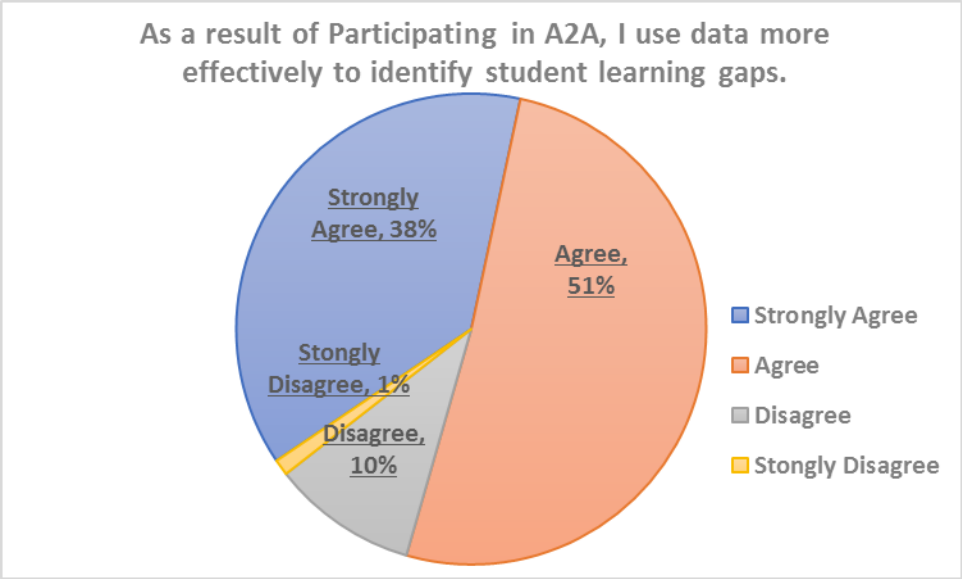
Overall Survey Results

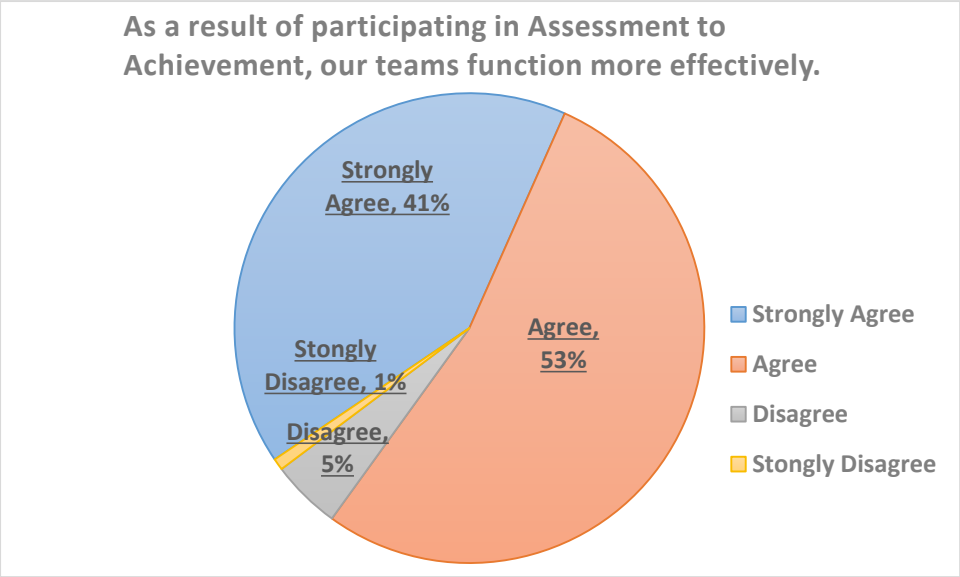
At the conclusion of the 2015-16 school year, all teachers in cohort one schools were surveyed regarding the impact of participating in the project. The following five graphs report aggregate data for all teacher respondents. Each graph address a major program objective. The results were extremely favorable and indicate that Assessment to Achievement (A2A) is meeting its goals and positively impacting teachers and schools.

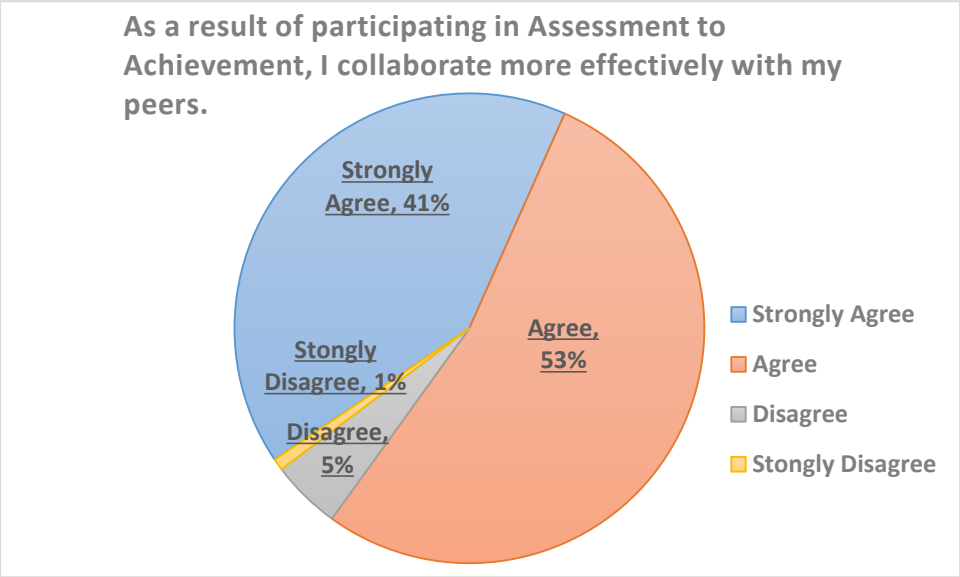
- 92.5% of teachers agreed or strongly agreed that "as a result of participating in A2A, I have improved my instruction."
- 88.0% of teachers agreed or strongly agreed that "as a result of participating in A2A, I collaborate more effectively with my peers."
- 88.9% of teachers agreed or strongly agreed that "as a result of participating in A2A, I use data more effectively to identify student learning gaps."
- 85.3% of teachers agreed or strongly agreed that "as a result of participating in A2A, our teams function more effectively."
- 94.4% of teachers agreed or strongly agreed that "as a result of participating in A2A, our school culture is data driven."

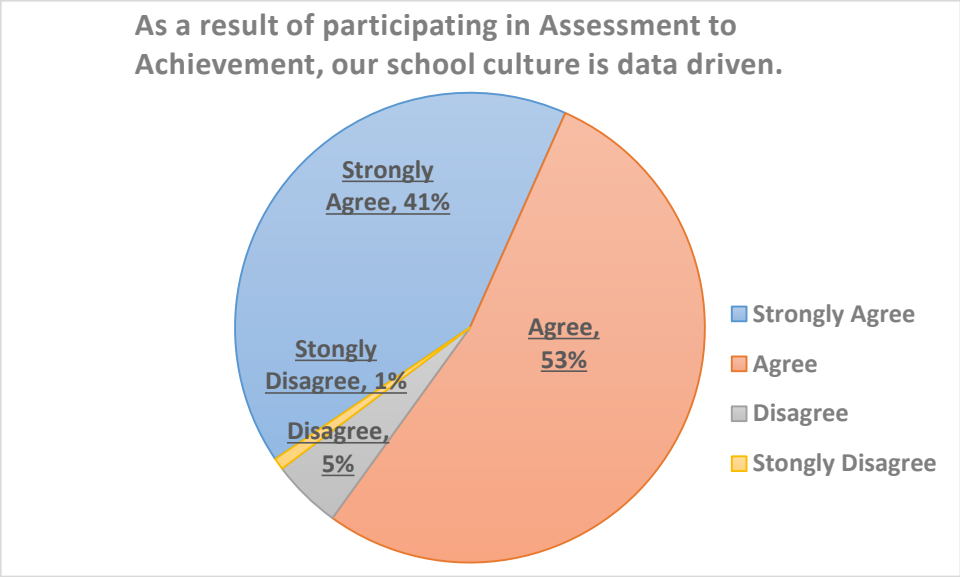
Assessment to Achievement Impact Graphs






As a result of participating in Assessment to Achievement, our teams function more effectively.
Strongly Agree, 41%
Agree, 53%
Stongly Disagree, 1%
Disagree, 5%
Strongly Agree
Agree
Disagree
Stongly Disagree


As a result of participating in Assessment to Achievement, I collaborate more effectively with my peers.
Strongly Agree, 41%
Agree, 53%
Stongly Disagree, 1%
Disagree, 5%
Strongly Agree
Agree
Disagree
Stongly Disagree


As a result of participating in Assessment to Achievement, our school culture is data driven.
Strongly Agree, 41%
Agree, 53%
Stongly Disagree, 1%
Disagree, 5%
Strongly Agree
Agree
Disagree
Stongly Disagree