



2022 – 2023 Academic Report

STRIVE

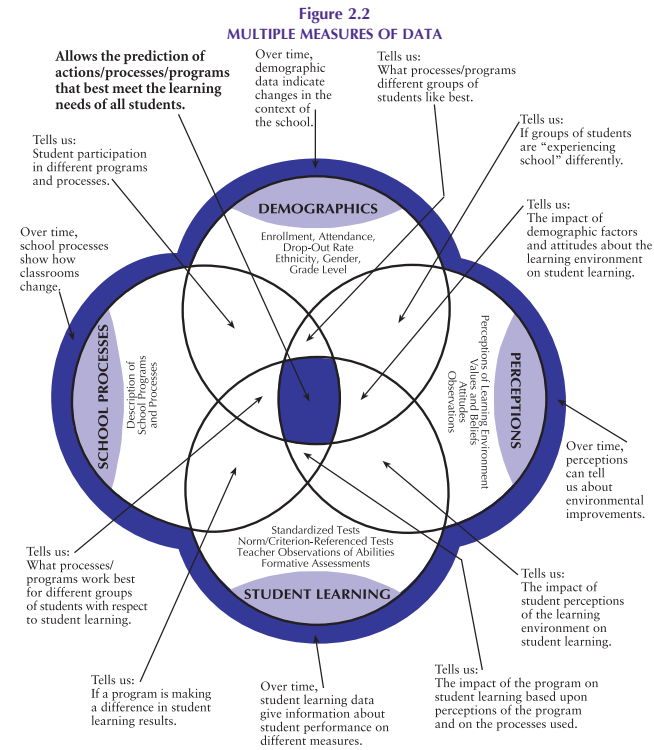


What are the aims of the STRIVE program?

1. Students demonstrate a STRIVE study and work ethic such that they *work very hard and then some!*
 2. Students develop healthy behavior and willing behaviors which enable academic growth.
 3. Students demonstrate above grade level proficiency in reading, writing, speaking, mathematics, and computer technology.
 4. Parents join with STRIVE to raise educated, independent and well mannered adults.
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STRIVE is a place where students can grow. Progress is measured informally with some formal measurement of how reading and math skills grow during the year.

This year STRIVE begins a more rigorous data collection and analysis process bringing together four kinds of data to drive more effective programs.



As a result of COVID Loss, our kids are not the same.

Significant Loss

- Skills, Knowledge, Habits, Attitudes, Beliefs
- Reading , Writing and Math Skills
- Work Habits and With-it-ness

Variable Gaps

- Some kids progressed
- Some kids muddled through
- Most kids lost ground
- Some kids never returned to school

Resocialization

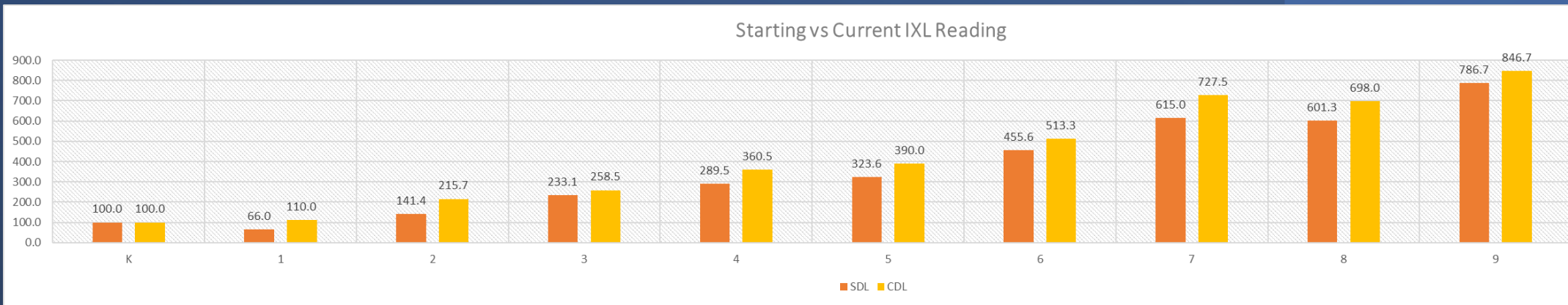
- Kids had to relearn being around people
- Being on a schedule
- Learning together

Catching Up

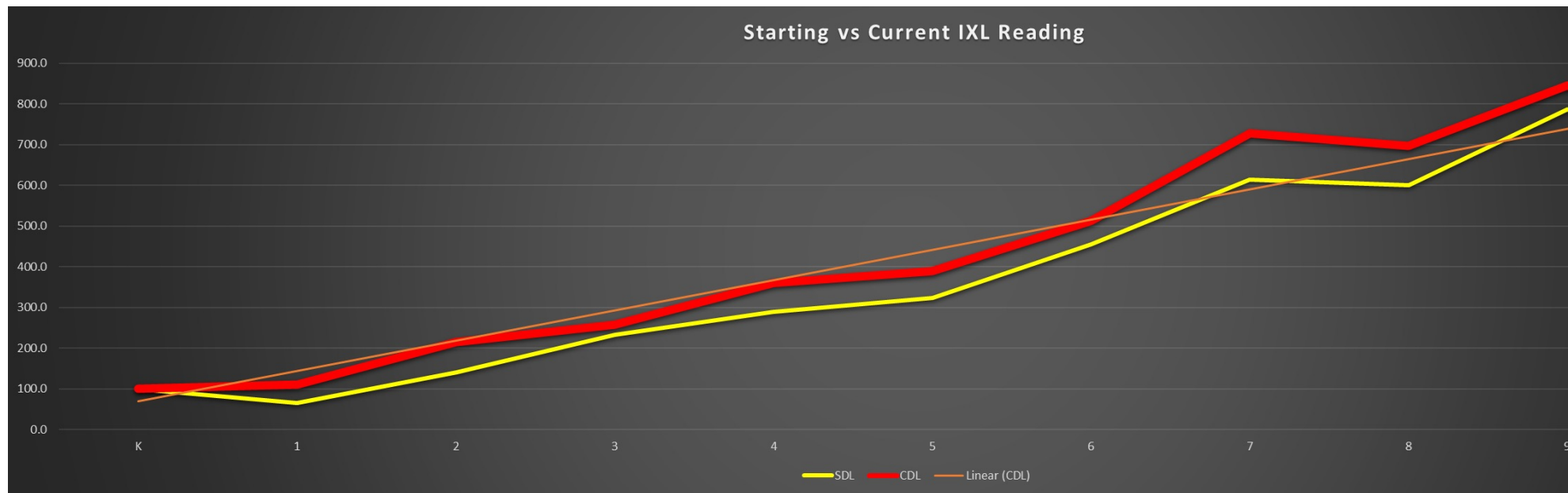
- New and more effective instructional processes
- Utilizing after school and school break times
- Utilizing community resources

In 2022-23 students were assessed in reading with the IXL Diagnostic at the start and end of their year at STRIVE.

Students demonstrated a strong increase in their reading skills at every grade level.

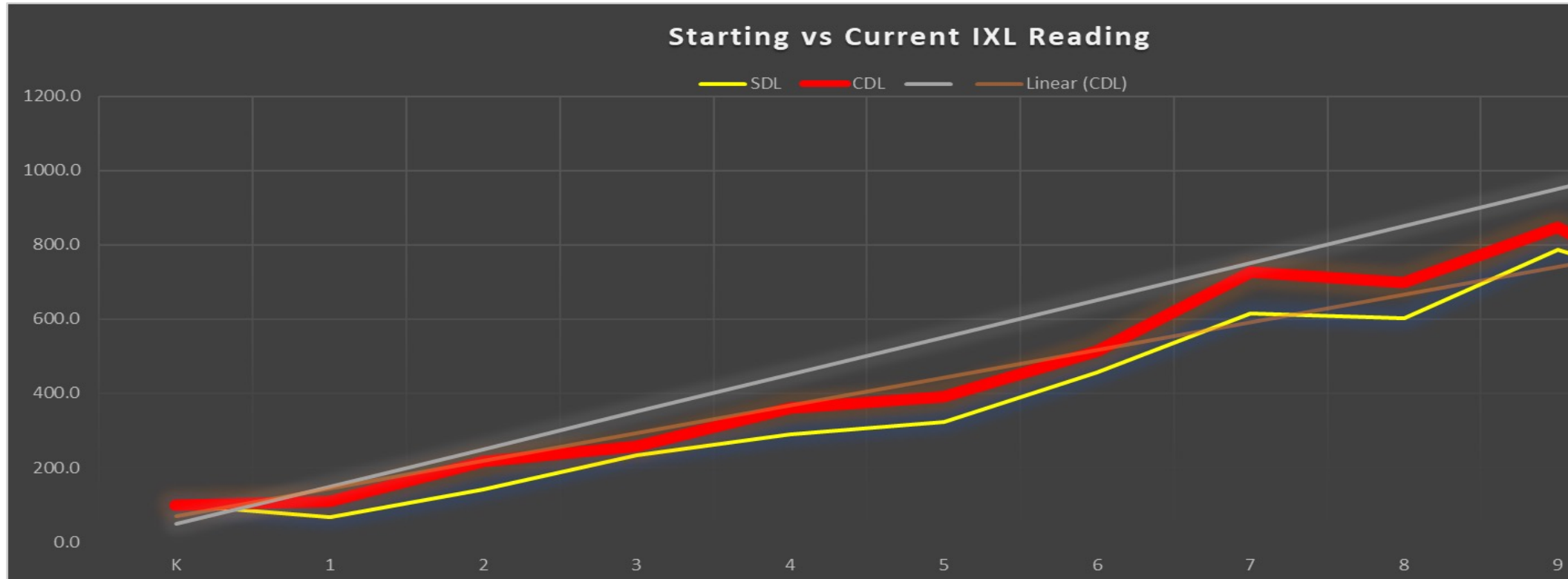


The **yellow line** follows the starting score, and the **red line** follows the ending score in reading at each grade level. While students showed progress at every grade level, it was greater for older students who have generally been in the STRIVE program longer.



The Good News

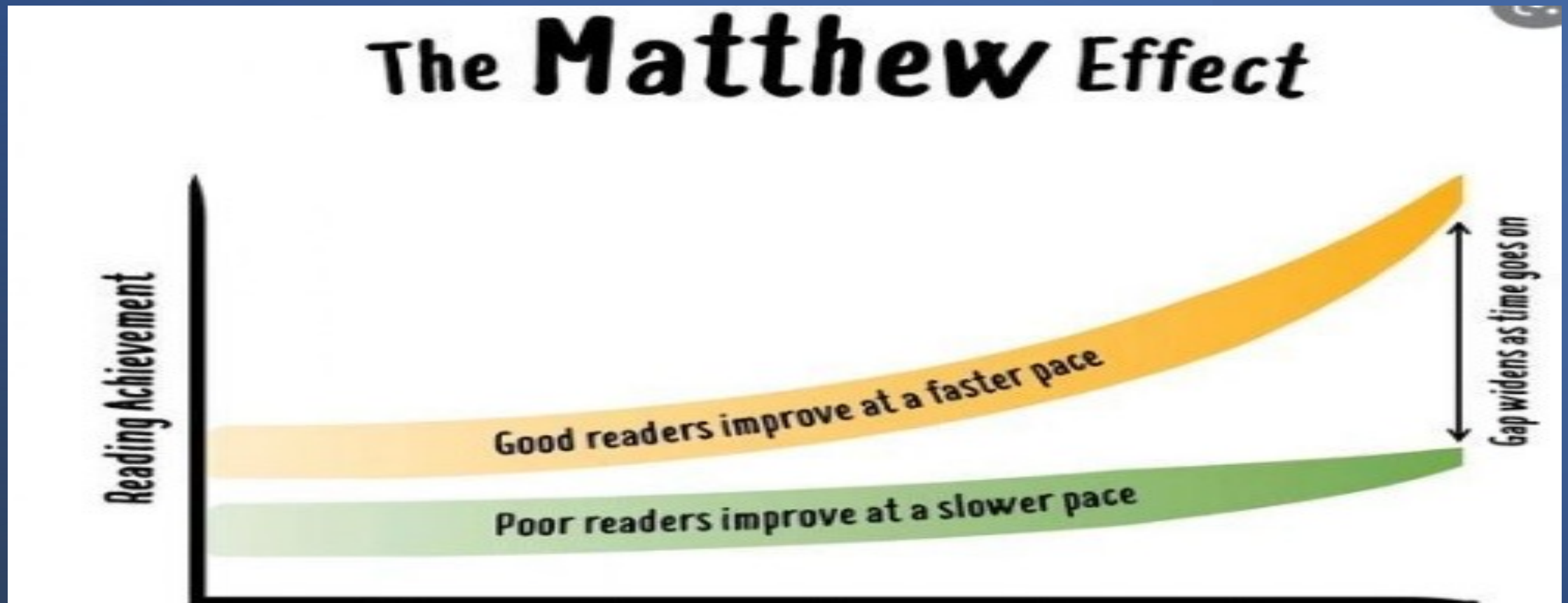
The **yellow line** follows the starting score; the **red line** follows the ending score in reading at each grade level; the **gray line** follows the level of progress necessary for college and career readiness. While students are making progress, its not enough to catch up. More powerful reading interventions are needed.



The Bad News

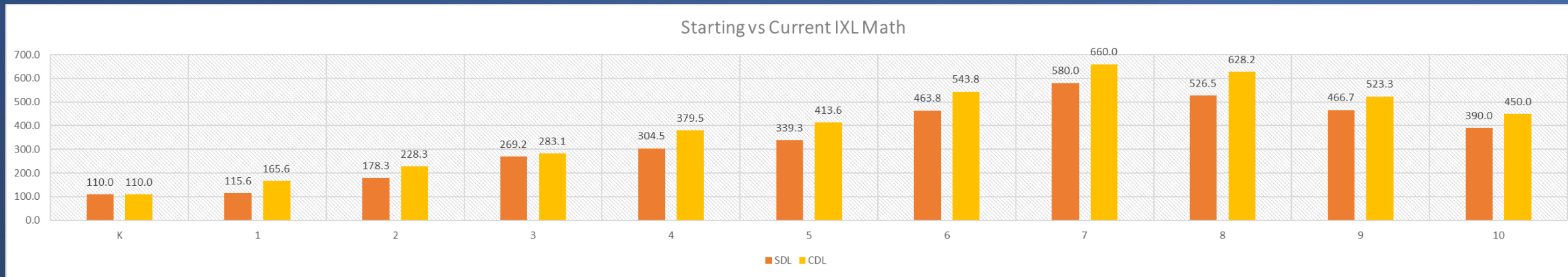
Readers who do not have strong decoding skills make progress at a much slower rate than readers whose decoding skills are strong: a common trend called the Matthew Effect. The solution is to focus on building strong decoding skills so students will learn at a faster rate.

At STRIVE, we are adding stronger instruction in core reading and math skills to our already strong program building positive attitudes, habits, and life skills.



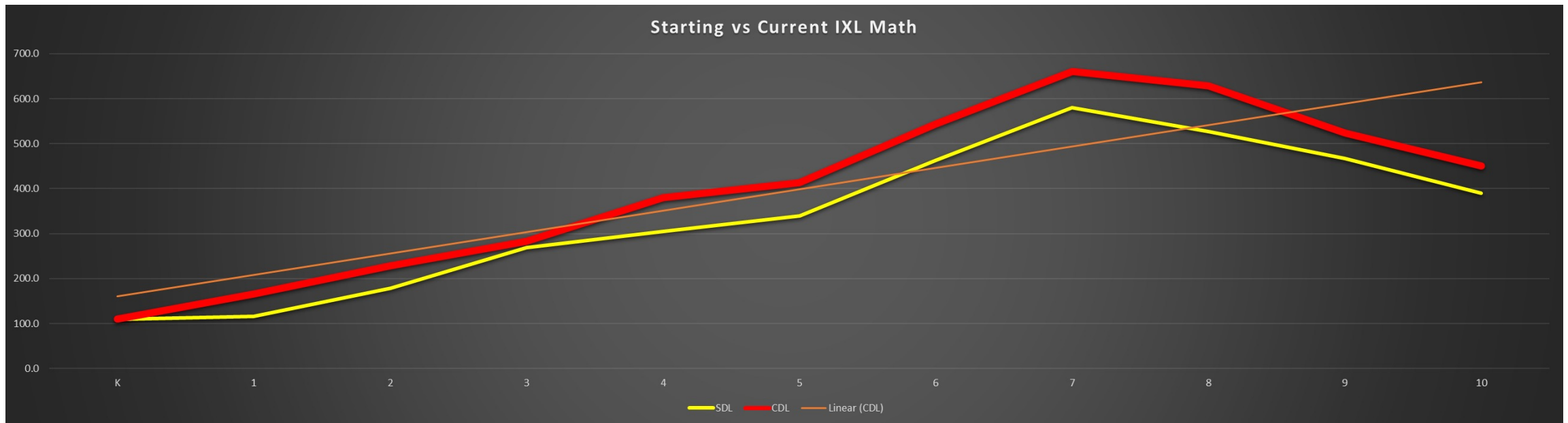
We also assessed math with the IXL Diagnostic at the start and end of their year at STRIVE.

Students also demonstrated a strong increase in their math skills at every grade level.

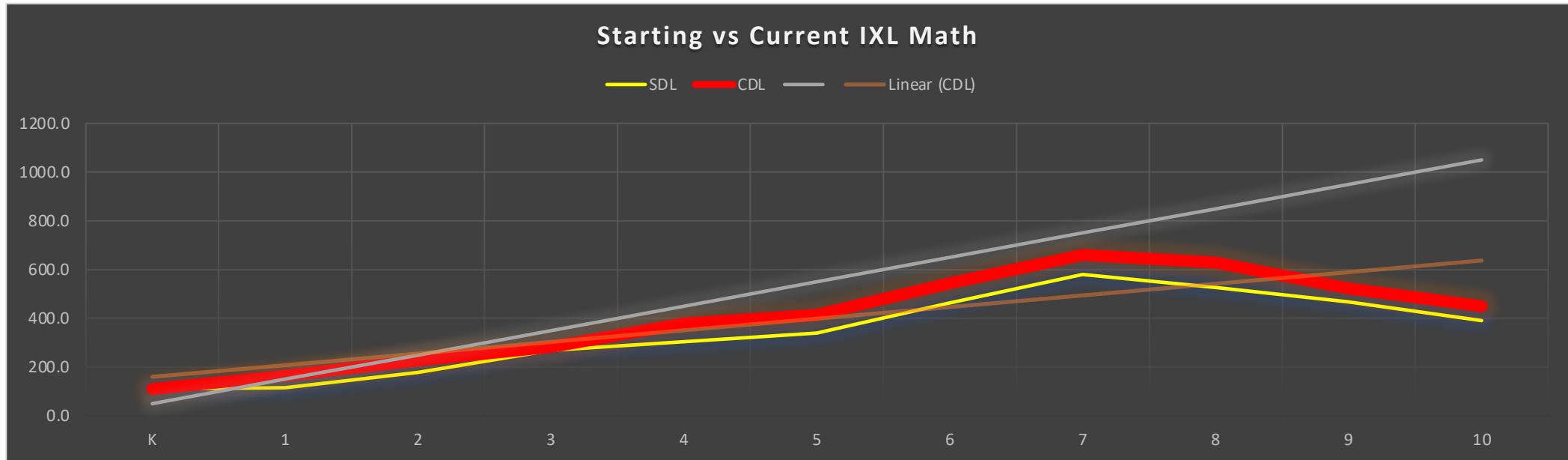


The **yellow line** follows the starting score, and the **red line** follows the ending score in math at each grade level.

These math results are similar to the reading results. While students showed progress at every grade level, it was greater for older students who have generally been in the STRIVE program longer.



The **yellow line** follows the starting score; the **red line** follows the ending score in math at each grade level; the **gray line** follows the level of progress necessary for college and career readiness. While students are making progress, its not enough to catch up. As math becomes more difficult, students need more powerful tools in order to succeed.



How do STRIVE students compare to their peers who do not attend STRIVE?

In the June 2023 review of the 116 STRIVE students [95 currently enrolled], IXL data was available for all students, as well as school STAR data on 26 students, and a full set of assessments on 22.

This table reports changes in NCE in reading and math for August 2022 to January 2023 comparing performance on the first and second STAR windows. If a student remains at the same NCE [0 change] the student is growing at the rate of one year in one year of instruction. An increase in NCE indicates the student is growing at a faster rate; a decrease that the student is growing at a slower rate. Changes of 2 or more NCE units are significant.

NCE is the Normal Curve Equivalent, a normed measure than can be compared from one test to the next, across time, settings, and schools.

Gain	16			17
Loss	5			4
Unknown	1			0

These 22 students demonstrated an average gain of 3.5 NCE in reading [16 gained, 5 lost NCE] and 6.4 NCE in Math [17 gained, 4 lost NCE]. These gains are significant, and are higher than the average gain in the schools attended. Notably, few other students at the same schools had the size of gains of the upper half of this sample

These students are from 2 of the 28 schools served, both are effective schools; the sample is significant. It suggests that with reliable baseline and growth data on all students, we would find that STRIVE students make significant gains in reading and math, and that this gain is greater than that in similar students in the same schools who do not attend STRIVE.

Gain	16			17
Loss	5			4
Unknown	1			0

Students in effective schools who also attended STRIVE progressed significantly faster than their peers who did not attend STRIVE.

How are students learning to read during the school day?

STRIVE students attend many different schools using many different reading programs. Most students reported using an effective, science-based program, but only 18% reported using a highly effective reading intervention.

	SuperKids	Reading Wonders	Lexia	Amplify CKLA	Amplify ELA	Benchmark Advance	Achieve 3000	I-Ready	HMH Journeys	Newsela	Freckle	Epic	MyON	None	
1	2	2		1		1				1					7
2	2			3					1			1			7
3		1				1	3							1	6
4			2			2	5		2		2	2		5	20
5			2	1		1	4	1				1	2	2	14
6		1			3		1							1	6
7														6	6
8							1							1	2
	4	4	4	5	3	5	14	1	3	1	2	4	2	16	68
	6%	6%	6%	7%	4%	7%	21%	1%	4%	1%	3%	6%	3%	24%	

STRIVE students do not receive similar reading instruction in school, and few get the highly effective intervention they need in school.

STRIVE is now filling in this gap by providing a gold standard reading intervention: Reading Horizons Elevate and Discovery daily.

	SuperKids	Reading Wonders	Lexia	Amplify CKLA	Amplify ELA	Benchmark Advance	Achieve 3000	I-Ready	HMH Journeys	Newsela	Freckle	Epic	MyON	None	
1	2	2		1		1				1					7
2	2			3					1			1			7
3		1				1	3							1	6
4			2			2	5		2		2	2		5	20
5			2	1		1	4	1				1	2	2	14
6		1			3		1							1	6
7														6	6
8							1							1	2
	4	4	4	5	3	5	14	1	3	1	2	4	2	16	68
	6%	6%	6%	7%	4%	7%	21%	1%	4%	1%	3%	6%	3%	24%	

Last year we began a multi-year collaboration to increase the power of our instruction, drive instruction with assessment, and increase teacher effectiveness.



Instruct



Extend



Remediate



Compensate



Intervention



Enrichment

Starting this September, we are formally reviewing data each week and at each trimester using new and more powerful tools that allow us to pinpoint instruction.

	Assessments			
Fluency	MAP Reading Fluency	K-5		
Reading	Metametrics Lexile	K-10	Reading Horizons	
Math	Metametrics Quantile	K-10	Achieve 3000 Math	
Climate	Education for the Future	K-10		
Behavior	SSBD	K-10		
Skills	IXL	K-10		