

**Making Data Accessible &
Meaningful to Families:
*Closing the Achievement Gap***

Multicultural Education Concerns Advisory Committee (MECAC)

May 29, 2014



Objectives

1. Participants will learn which reports and data can be used to examine school and district proficiency outcomes.
2. Participants will learn how to navigate data reports to analyze the achievement gap.



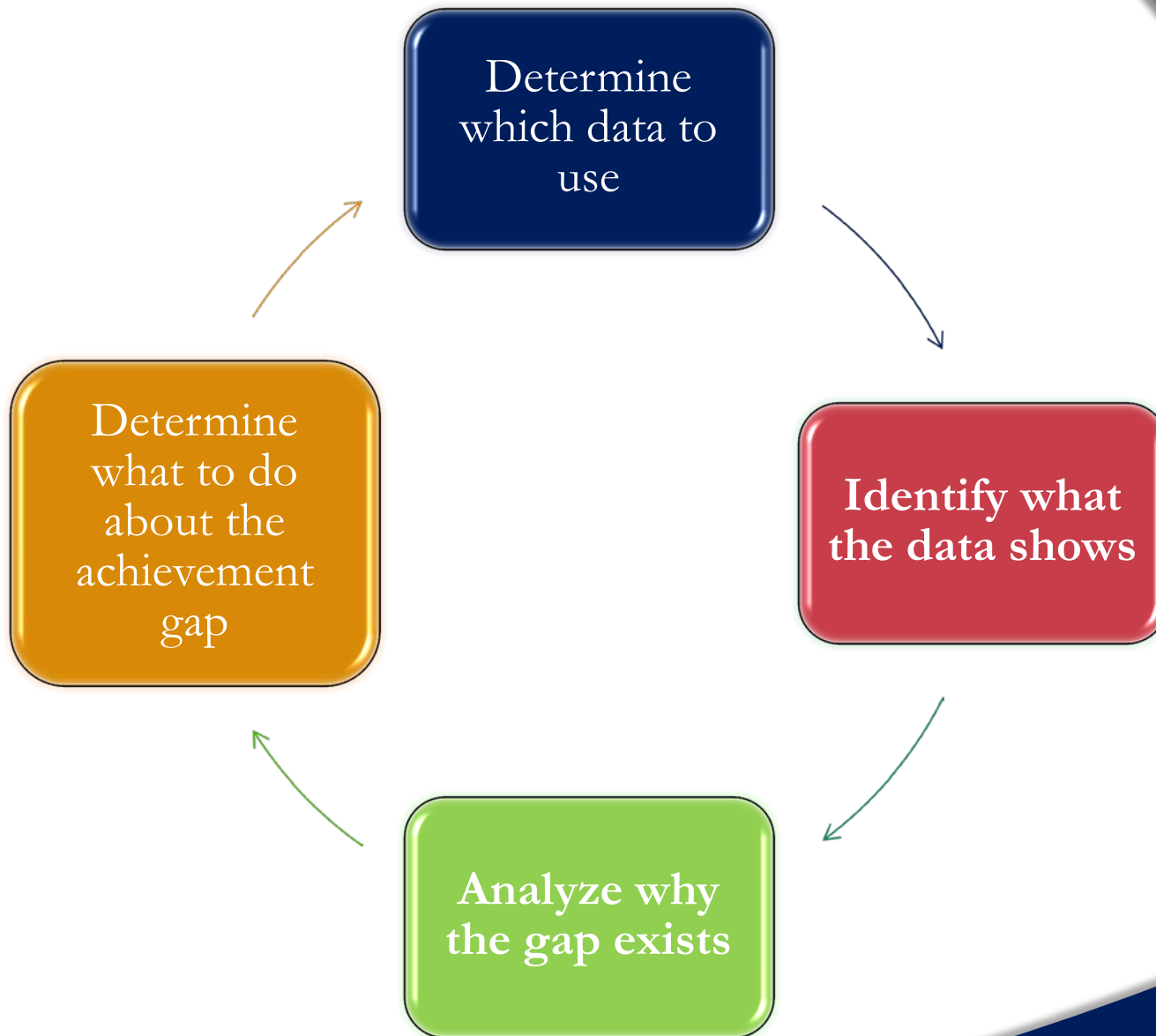
Opening Gathering



Destination 2020 Goals

- ❑ Increase proficiency to close the achievement gap between economically disadvantaged students (EDS) and non-economically disadvantaged student (non-EDS)





ASD Data Reports

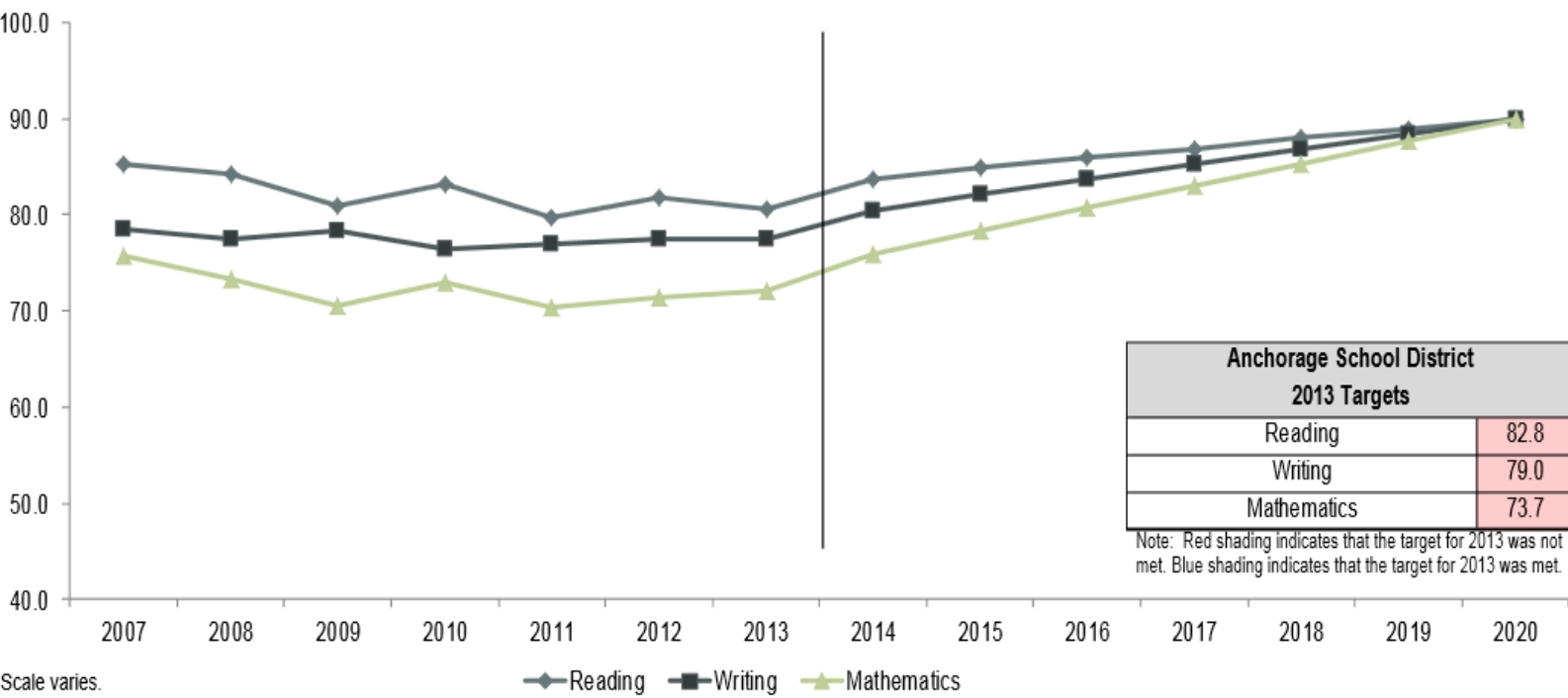
Determine
which data to
use

- ❑ Profile of Performance District Report
- ❑ Destination 2020 district and school-level reports
- ❑ School Report Cards
- ❑ Title VII Report



Destination 2020 Increase Proficiency

Identify what the data shows



Scale varies.
Suppressed data has been removed from the graph.



Destination 2020

EDS Achievement Gap

Identify what the data shows

Percentage point gap between EDS and Non-EDS

	Actual							Target						
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Reading	16.8	19.0	21.7	18.7	21.8	19.9	20.3	14.9	12.4	9.9	7.4	5.0	2.5	0.0
Writing	22.0	23.7	22.8	22.6	23.0	21.8	21.7	16.4	13.6	10.9	8.2	5.5	2.7	0.0
Mathematics	20.8	22.0	23.2	21.7	23.9	23.6	23.4	17.7	14.7	11.8	8.8	5.9	2.9	0.0

Note: Green shading indicates improvement from the previous year.
 *Data is suppressed based on DEED protocol

Anchorage School District 2013 Targets	
Reading	17.4
Writing	19.1
Mathematics	20.6

Note: Red shading indicates that the target for 2013 was not met. Blue shading indicates that the target for 2013 was met.



Activity Question

Analyze why
the gap exists

What are your observations when considering school-level proficiency data?



Activity Questions

Analyze why
the gap exists

What do you notice about the achievement gap data between 2012 and 2013 in reading, writing and math?

Does the increase in proficiency from the school-level report begin to close the gap?

Would a decrease in proficiency widen the gap?



Activity Question

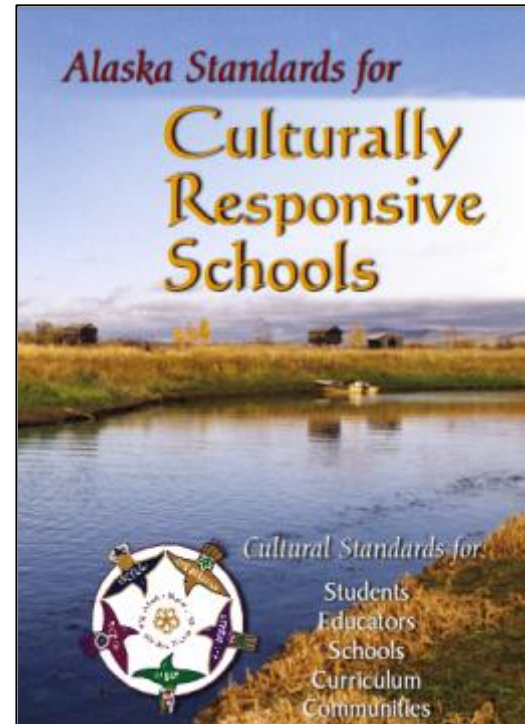


<http://thenotebook.org/winter-2008/08358/winter-2008-cartoon>



High Standards

Determine what to do about gap



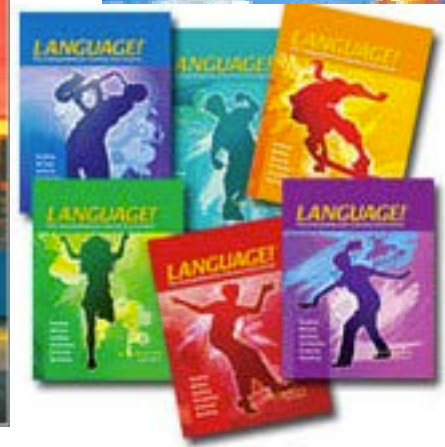
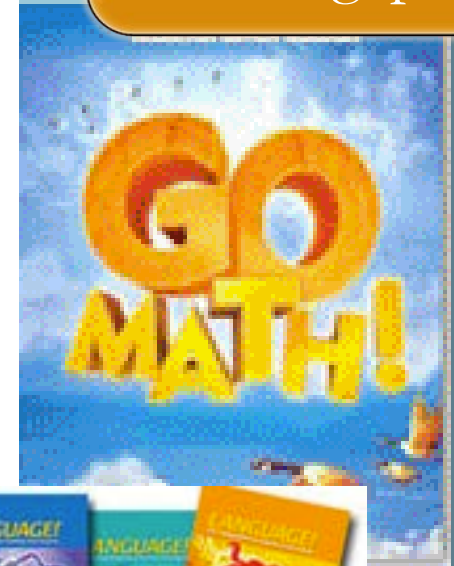
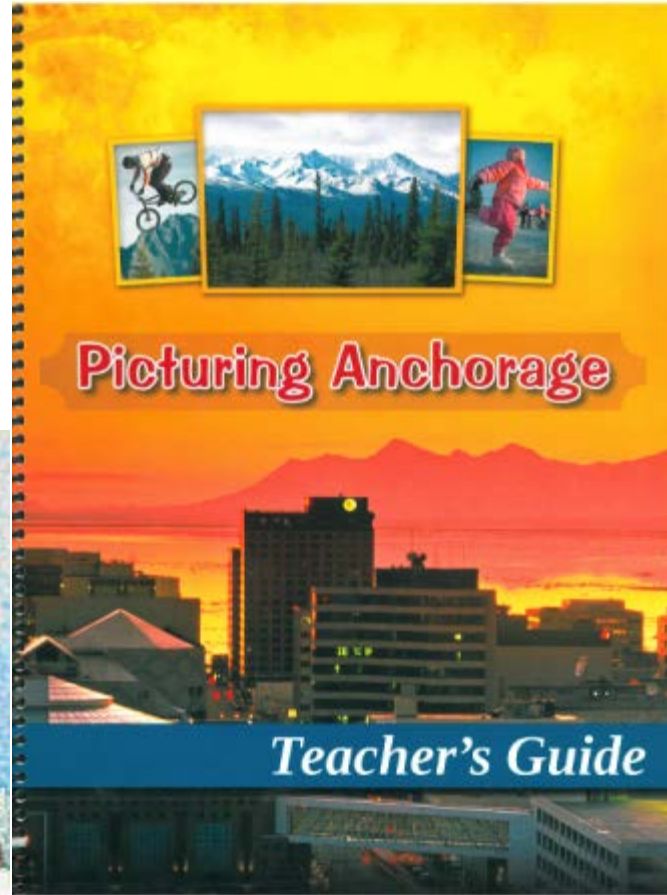
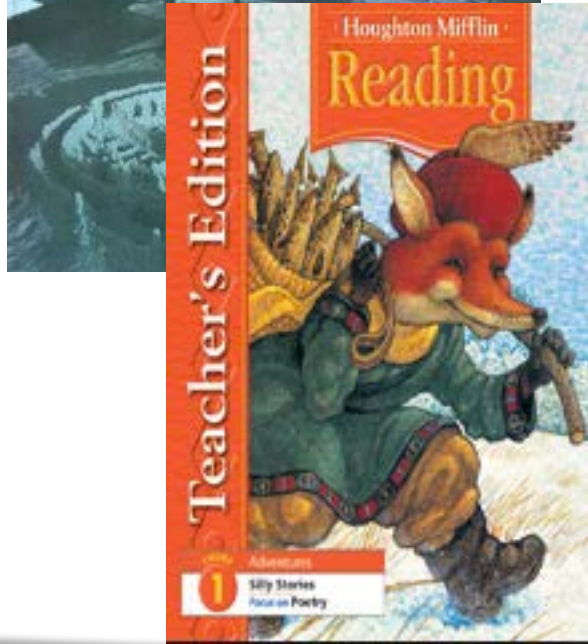
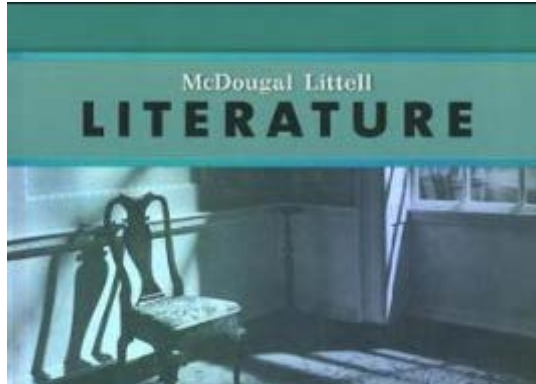
	STUDENT	AWARENESS	MANAGEMENT	ADULT	AWARENESS	MANAGEMENT
SELF		I am... knowledgeable	I can... capable	SELF	I see you... knowledgeable	I believe in you... capable
SOCIAL		I care... caring	I will... responsible	SOCIAL	I care about you... caring	I support you... responsible

ASD K-12 Social & Emotional Learning (SEL) Standards



Challenging Curriculum Aligned to Standards

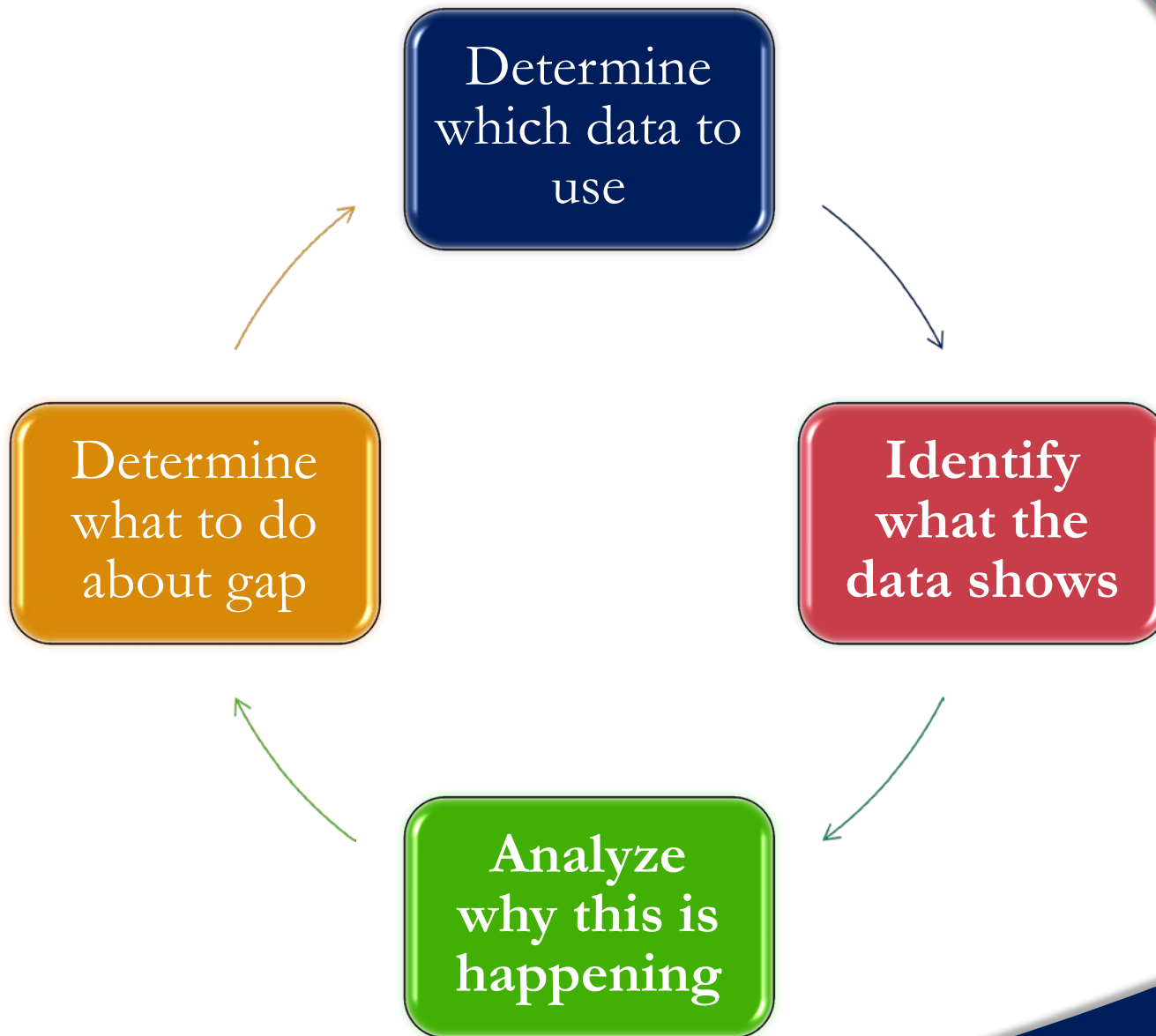
Determine what to do about gap



High Quality Teaching

Determine
what to do
about gap





Closing Activity

- ❑ What kind of training or assistance do parents need to use data more effectively to help their child in school?



Thank you!

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