



What does the data mean?

Questions?



and PSUSD
Learners
Support Long-term English
g academic gains?

SBAC ELA 17-18 and 18-19 Comparison

The story behind the data...

- 49 middle school long-term English learners (LTELs) participated in a Social Emotional Learning intervention using the kid-grit curriculum.
 - Long-term English learners are students that have been enrolled in grades 6 to 12, inclusive, and have been enrolled in schools in the United States for more than six years, while remaining at the same English language proficiency level for two or more consecutive years" as determined by the state's annual English language development test.
- Students from 5 middle schools met for:
 - a one week intensive during Winter Break
 - 5 Wednesdays after school from 12:30-5:00
 - 5 Saturdays from 8-12

What does the data mean?

- We examined the SBAC ELA data from 2017-2018 and 2018-2019 for the 49 students that participated in the intervention. Of the 49 students:
 - 29 students increased their SBAC ELA score from the year prior to participating in the SEL, kid-grit intervention
 - 60% of our students increased
 - 4 students did not have two years worth of comparable data
 - 16 students decreased their SBAC ELA score from the year prior to participating in the SEL kid-grit intervention. The decrease in scores ranged from 3-32 points.

Questions?

- Would the students that had a decrease in scores have fallen further behind on the SBAC had they not come to the kid-grit intervention?
- What effects did the intervention have on attendance?
 - Did attendance improve?

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2-3

4-5



4-5/5

