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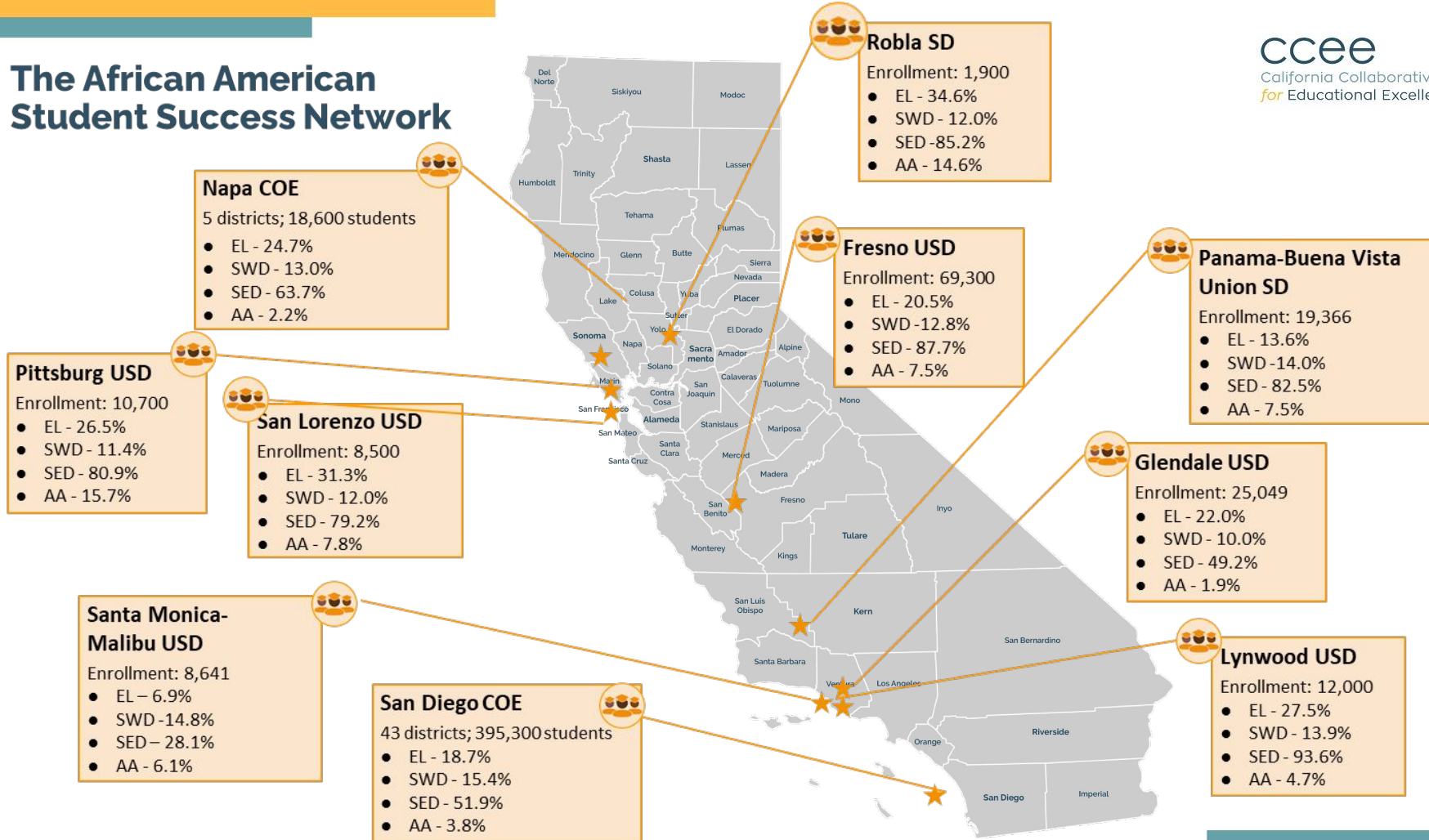
California Collaborative
for Educational Excellence

DATA FOR IMPACT: Innovation, Instruction, and Impact (I3) Center Update



August 13, 2026

The African American Student Success Network



Linking Challenges to Outcomes



Problem of Practice

- LEA-determined challenge
- Evidence-based, using dashboard/local data
- Linked to African American students



Desired Outcomes

- Strategies must be linked to desired results
- Use continuous improvement cycles to collect and analyze data
- What do we continue/stop/change as a result of what the data shows us?
- What changes for students?



Strategies/Activities

- Must identify 1-2 specific activities or strategies to implement to address the problem of practice
- Must be evidence-based
- LEA must "own" implementation
 - What is the role of the LEA (and team members)
 - How are we tracking implementation and measuring progress?



Problem of Practice



Key Activities



Outcomes



Ongoing Measurement

What Data Are We Collecting?

Level of Data	 Satellite Data	 Map Data	 Street Data
Where are we collecting?	Same for all districts	Each district has data; Depends on LEA and problem of practice	3-4 LEAs who are using it
Examples	<i>Chronic absenteeism/ attendance data; CAASPP scores; DA/DTA status Dispro</i>	<i>Attendance, interim assessment, student survey</i>	<i>Student focus group</i>
Why are we collecting it?	To understand landscape; differences in general performance	To measure progress towards goals	To better understand "why"; Collect input and feedback

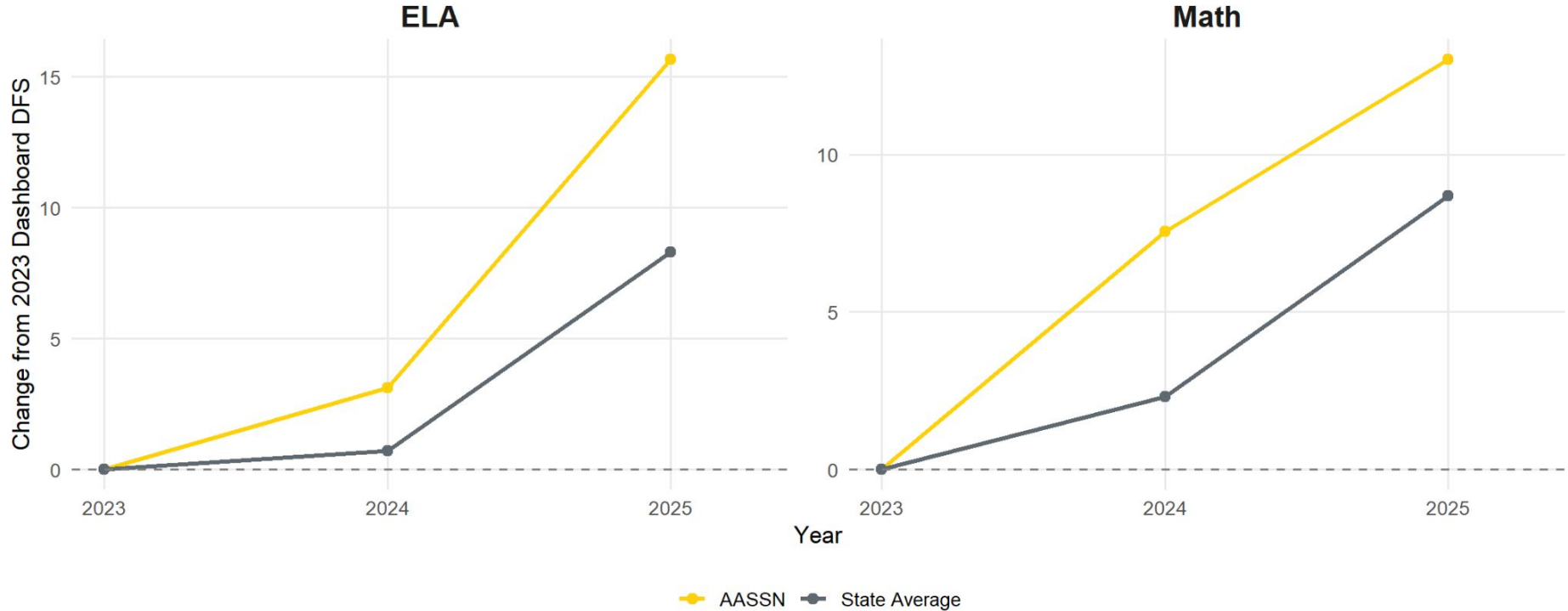
Data Challenge

- Each district has unique problem of practice, with varying capacity for local data collection and no alignment on local data
- Needed a standardized measure of impact across all districts in the initiative

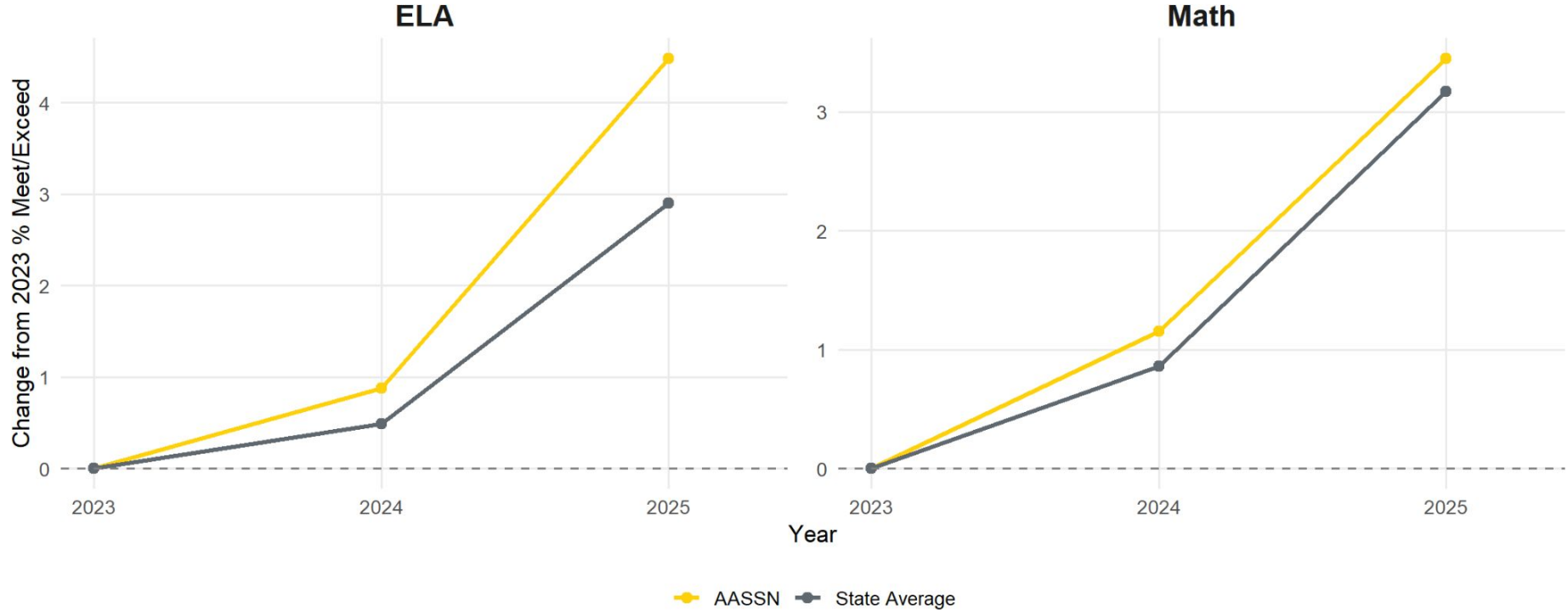
So we...

- Looked at changes in student outcomes on Dashboard indicators since 2023
- Focused on African American students rate of change/growth in indicators compared to the state average.

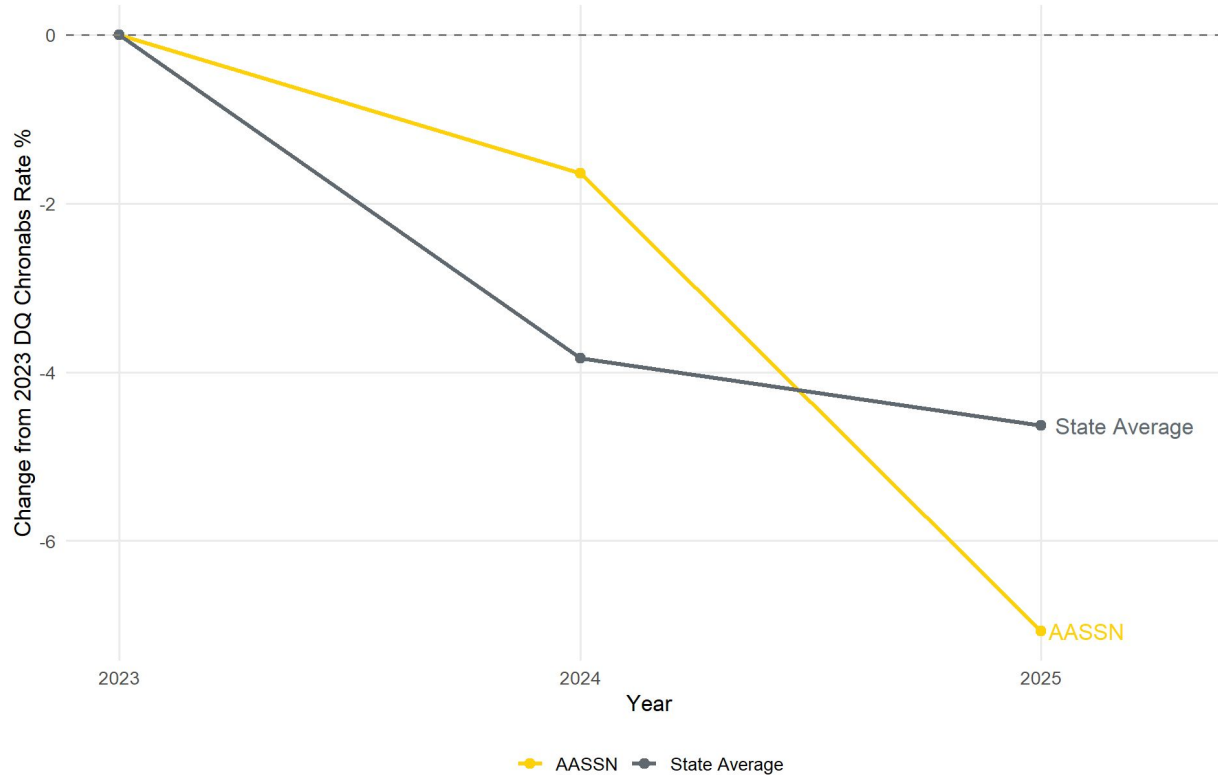
2023-25 Change in DFS for AfAm Students



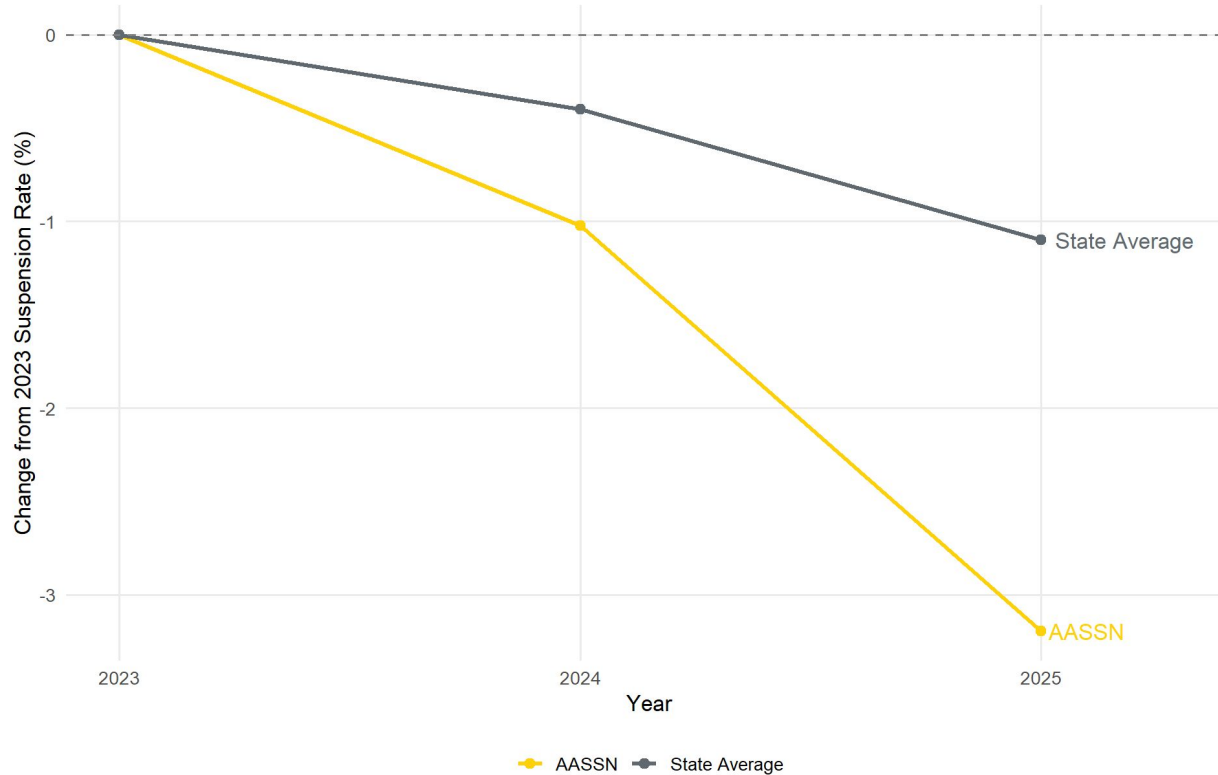
2023-25 Change in % M/E for AfAm



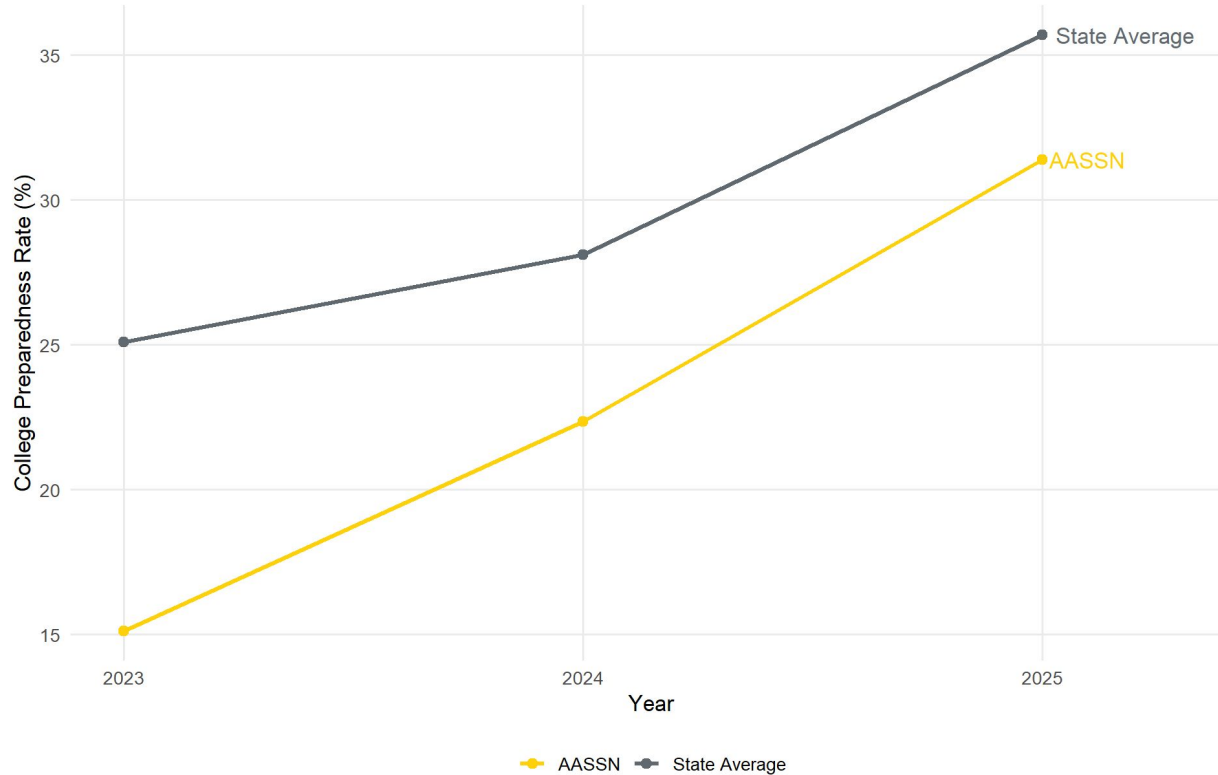
2023-25 DQ Chronic Abs for AfAm Students



2023-25 Suspensions for AfAm Students



2023-25 CCI for AfAm Students



Takeaways and future work

- Network districts saw greater improvements in **all outcomes** for African American students as compared with the State average
- As a next step, we will further disaggregate data
- However, the rest of their student population had mixed results
- Goal for AASSN is to continue to support districts in meeting their problems of practice

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DATA FOR IMPACT: Teaching, Learning, & Leading Center Update



August 13, 2026

Conditions & Behaviors in Direct Technical Assistance

Behavior 01

Expectations & Support

Anchored in Elmore's reciprocal accountability: expectations are only legitimate when matched by genuine support and capacity building.

Behavior 02

Goal Setting

Grounded in Locke & Latham: a small number of specific, shared goals outperforms broad aspirations in focusing effort and driving results.

Behavior 03

Use of Data

From Carnegie improvement science: state data provides the picture, local data provides the story. Both are required to act with confidence.

Behavior 04

Feedback on Performance

Combining Carnegie PDSA cycles with Fullan's right drivers: short cycle review and courageous feedback normalize course correction.

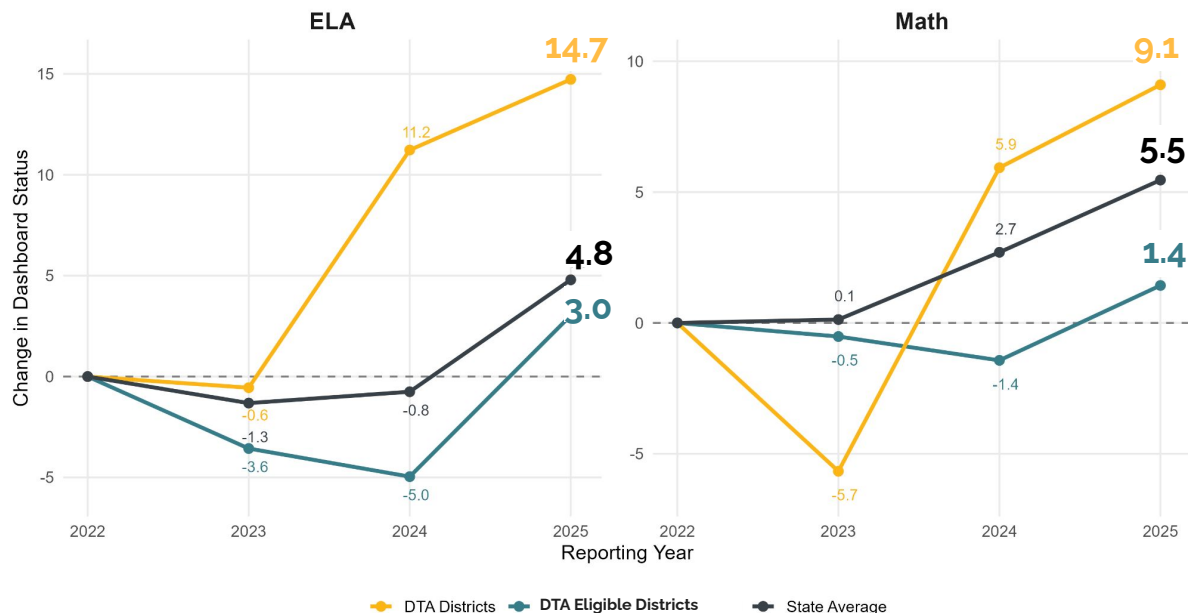
Data Challenge

- DTA focuses improvement efforts on student academic outcomes so CA Dashboard Academic Indicators data is the **“most aligned”** available metric
 - Additional focus on traditionally underserved student groups: AA, FY, HOM, SWD
- Measurable impact on student outcomes takes time due to nature of DTA support work (e.g. teacher training, coaching, etc.)
 - Analyses limited to 2022 DTA participants and 2023 DTA eligible
- For 2023 DTA cohort, creating “comparable” group of districts

2022 DTA participating districts

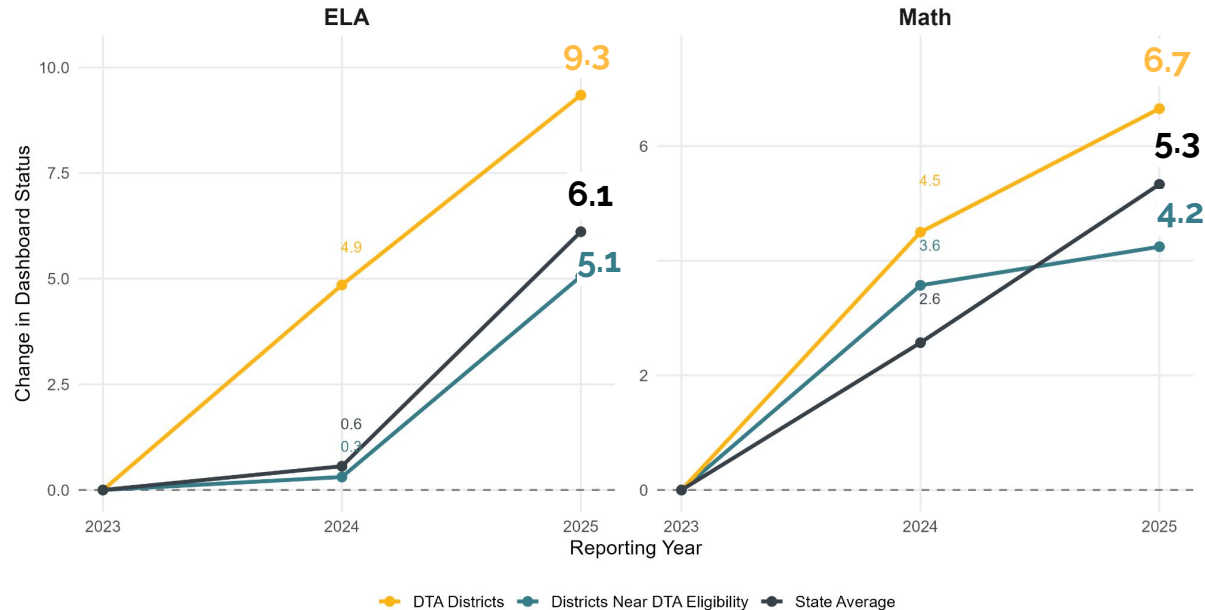
Average ELA and Math Dashboard Status of Traditionally Underserved Student Groups

DTA Cohort 2022



2023 DTA eligible districts

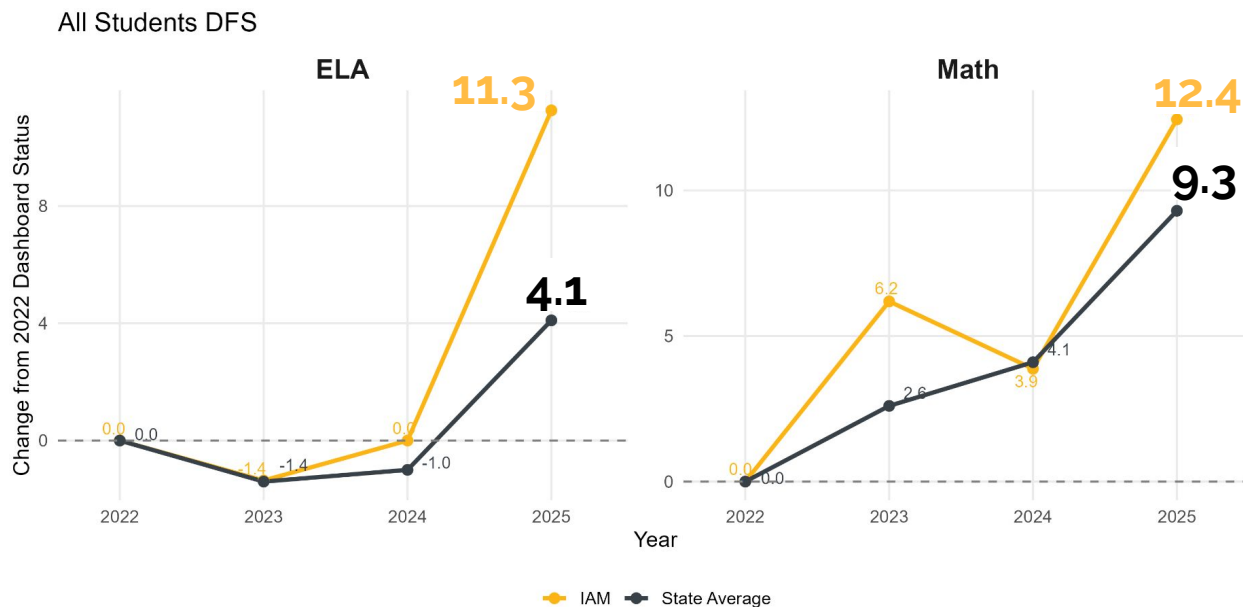
Average ELA and Math Dashboard Status of Traditionally Underserved Student Groups
DTA Cohort 2023



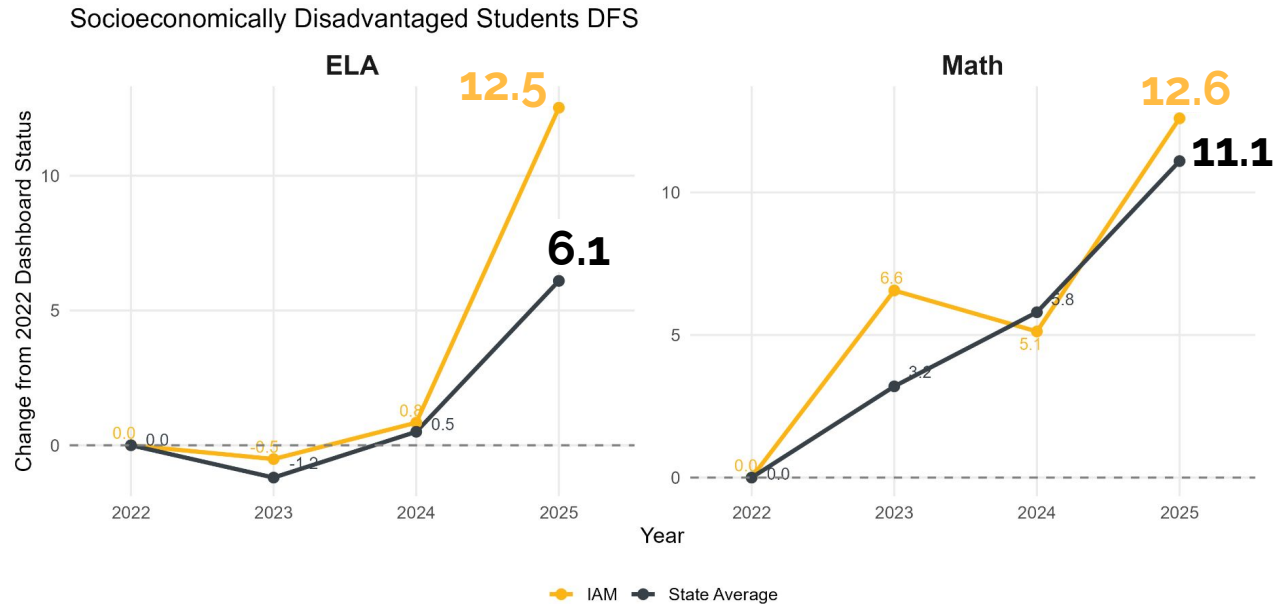
Data Challenge

- Small number of participating districts/schools limits possible analyses and statistical significance testing
- Measurable impact on student outcomes takes time due to nature of programmatic work (e.g. teacher training, coaching, etc.)

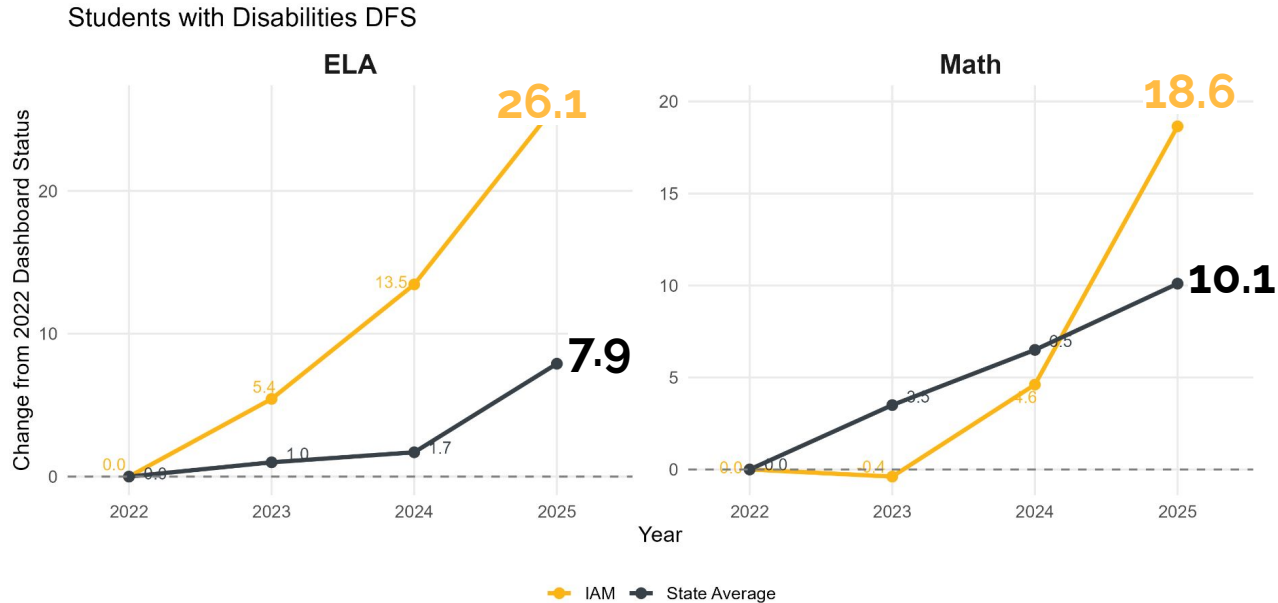
IAM vs. State Average



IAM vs. State Average



IAM vs. State Average



Learning Acceleration System Grant Overview

LASG funds evidenced-based professional learning for educators that can support learning acceleration, particularly in mathematics, literacy, and language development.

California Collaborative for Learning Acceleration



High Impact Tutoring

Asynchronous Modules



Site Specific Support

Network Improvement
Communities



Project CLEAR

Literacy Intervention



Teacher Training

Teacher Leader Training

Graduate-level

Coursework



Assessment Courses

Paraeducator Training

Rural Math Collaborative



Coaching

Lesson Study

Asynchronous Modules

Small group intervention

Tutoring

Learning Labs



LASG Goals



1. Develop a robust statewide infrastructure for professional learning.



2. Implement evidence-based professional learning opportunities or guidance for educators, paraprofessionals, and administrators to address students' learning acceleration.



3. Increase learning among educators, paraprofessionals, and administrators.



4. Accelerate learning for all students impacted by COVID-19 learning disruptions, including students with unique considerations.

Year 5 LASG Evaluation Highlights

Professional Learning Infrastructure

Built an infrastructure of **36 county offices of education, 145 school districts, 390 schools, and more than 4,300 educators** across California.

Equity-Focused

92% of LASG survey respondents strongly agreed or agreed that **equity was centered in their professional learning**. **70%** reported professional learning **focused on multilingual learners**.

Participating LEAs

LASG participating schools included a **high representation of rural schools**, were generally **smaller than the average school** in the state, and **had slightly lower baseline proficiency scores** than the state average.

Sustainable Momentum

Educators, districts, and county offices reported **strong commitment to sustaining the instructional practices**, partnerships, and professional learning structures established through the grant.



CALIFORNIA LEARNING ACCELERATION SYSTEM GRANT

Evaluation Report: Year 5 Findings (2025–26)

June 30, 2026

Education Northwest: Elizabeth Gandhi, Camila Cigarra Kennedy, Da'Shan Carr
Social Policy Research Associates: Anna Marie Ramos, Taylor Redmond

Impact Data Challenges

1. Inconsistent Participation

Despite high engagement overall, and because participation is voluntary, participation fluctuated year-to-year.

Shifting LEA priorities dictated changing PL focus (e.g., math one year, literacy the next).

2. Variety of PL Offerings

Each initiative served different regions, grade levels, and cohorts using distinct, customized evidence-based strategies.

Funding supported highly diverse professional learning programs rather than one single standardized curriculum.

3. CAASPP Limitations

Publicly aggregated data can dilute or mask individual classroom and student-level growth effects.

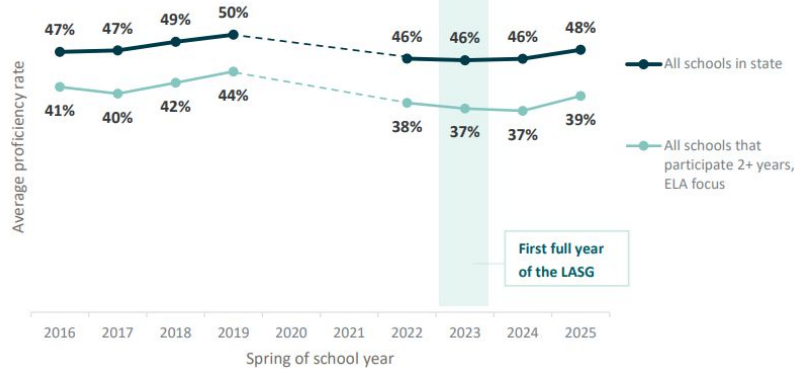
Only certain grade levels participate in CAASPP, creating gaps in tracking early elementary intervention impacts.

So we...

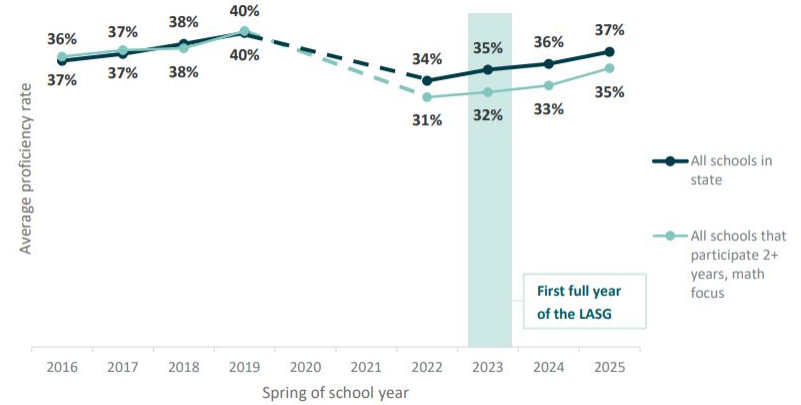
Look at ALL available data sources to tell a more complete impact story

CAASPP Trends for LASG

ELA Proficiency Trends



Math Proficiency Trends



LEAs With Greater Need

Findings suggest that LASG-supported professional learning has reached schools serving students with greater need, as evidenced by below-average baseline academic achievement.

Similar Statewide Trends

LASG-participating schools demonstrated math and ELA proficiency growth trends similar to those observed statewide.

Notable Positive Trends

While participating districts do not show markedly different rates of improvement through CAASPP, the generally positive trends *may* reflect, in part, grant contributions.

How Do We Know Students Are Benefitting?

Changes to Instructional Practice

- **87%** of participants reported changing their instructional practice as a result of LASG. Educators describe adopting asset-based approaches, increasing formative assessment use, implementing learning progressions, and using more interactive instructional strategies.
- **More than 90%** of educators rate LASG professional learning highly, consistently describing it as high quality, relevant, useful, and impactful.

Figure 4. Participants reported that professional learning opportunities were of high quality, relevant, and useful

The professional learning opportunities I received....



Strong Perceived Impact on Students

- **90%** of participants believed their participation positively impacted students, with stronger impacts reported among educators participating consistently over multiple years.

"The professional learning that we've encountered has really helped us better understand the instructional shifts of the California Math framework ... It's making a difference in every classroom that I work in. I'm seeing shifts because of our involvement in this [professional learning]. And I'm not sure the shifts would have been as noticeable or as quick or as wonderful if we weren't involved."

– LASG Participant

So we...

Validate perceived positive impact by reviewing samples of project-specific, student-level data.

California Collaborative for Learning Acceleration

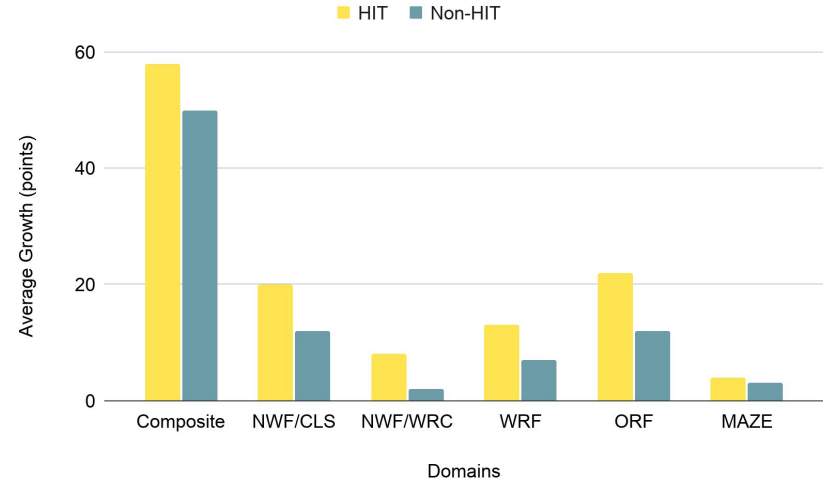
Educators reported that accelerated learning strategies led to measurable improvements in student engagement, confidence, belonging, and academic growth—including increases in math and reading scores, stronger literacy gains, and students viewing intervention as enrichment rather than remediation.

Improved Academic Achievement

Summerdale Elementary saw **ELA proficiency increase by 11 percentage points** and **math proficiency increase by 5 percentage points** after implementing accelerated literacy strategies supported through CCLA professional learning and coaching.

High-Impact Tutoring

Two Bunch Palms Elementary successfully accelerated **second graders' literacy skills across domains**, like reading fluency and comprehension, through High-Impact Tutoring cycles aligned to core instruction.



Project CLEAR

Project CLEAR is demonstrating strong literacy acceleration outcomes for students, with participating students achieving 1–2 years of reading growth in as little as 12–20 weeks, multilingual learners matching or exceeding national growth benchmarks, and educators reporting increased student confidence and risk-taking in reading.

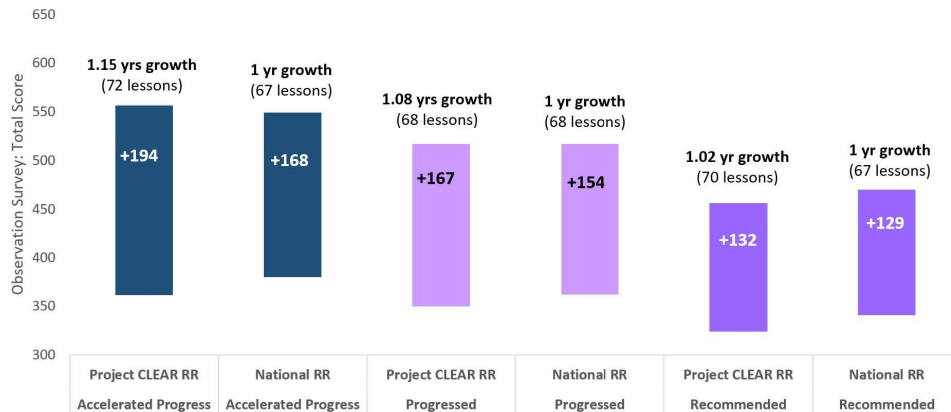
Accelerated Reading Growth

In 2024–25, **260 students** participated in one-on-one reading tutoring and intervention delivered by Project CLEAR-trained teachers and achieved between **1 and 2 years of literacy growth in just 12–20 weeks**, on average.

Outperforming National Counterparts

Project CLEAR students, including Spanish-speaking multilingual learners, **matched or outperformed their national counterparts** in literacy growth—often achieving greater reading gains in less instructional time, despite starting with lower baseline scores.

Project CLEAR vs. National, 2024–25 Fall to Year-End Growth



Rural Math Collaborative

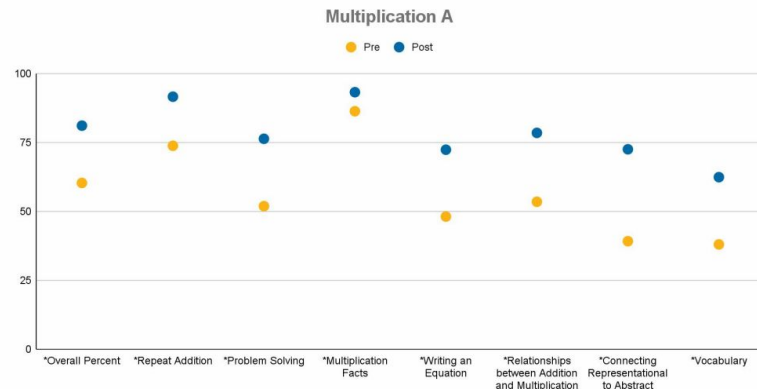
The RMC is demonstrating measurable impact on students through increased math achievement, expanded access to tutoring, and stronger student engagement and confidence. Hundreds of math instructional coaches and teachers have been trained in evidence-based strategies to transform math instruction, including Lesson Study.

Math Acceleration through Tutoring

At Pacheco Elementary School, **math scores increased 16 points** overall (39% to 55%), with **proficiency rates quadrupling from 11.5% to 45.5%** for 30 seventh-grade students participating in a high-impact tutoring program through RMC.

Measurable Gains through Math Intervention

84 second-grade students and 281 fourth-grade students participated in the **Do the Math** intervention program after 77 teachers across 15 counties were trained. Students demonstrated **measurable gains in math achievement** based on pre/post assessments.



Key Takeaways and Future Work

Key Takeaways

Use multiple measures to understand student outcomes, especially during early stages of implementation when we don't expect movement on statewide indicators.

Teachers need time to learn new strategies/content, try them inconsistently, practice and refine, achieve instructional fluency, and then reach enough implementation consistency to affect student outcomes at scale.

Evaluation data suggests strong foundational support and readiness, while also underscoring the need for targeted investments- like coaching-to fully institutionalize LASG-supported practices.

Future Work

- **Monitor Student Impact:** Continue tracking impact in Year 6 of LASG (2026-27), including developing in-depth LEA case studies, and reviewing 2026 CAASPP data.
- **Data & Communication:** With our partners, maintain collective commitment to enhancing data collection and strengthening our ability to communicate student impact.
- **Inform Statewide Networks:** Apply key learnings from the LASG to directly support the Statewide Mathematics and Literacy Networks.



“Because of your leadership, districts that once felt isolated are now connected through relationships. Educators who once questioned what was possible are now leading meaningful instructional change. Schools are engaging in deeper mathematical conversations. Leaders are building sustainable systems rather than isolated initiatives. Most importantly, students are experiencing mathematics differently—with greater confidence, richer discourse, stronger reasoning, and increased opportunities to see themselves as capable mathematical thinkers.

The impact of this work extends far beyond meetings, or grant deliverables. It lives in classrooms where teachers are asking better questions. It lives in leadership teams making courageous instructional decisions. It lives in students who now approach mathematics with curiosity, perseverance, and joy.”