

## A BITE-SIZE AMOUNT OF DATA FOR YOUR MORNING COFFEE BREAK

*Question of the Issue: What impact will Covid-19 have on college attainment and college readiness long term?*

### PK-12 Impacts on Higher Education

Though elementary school may seem distant from postsecondary education, studies show that predictors of academic success start as far back as third grade. These predictors can have an impact on determining the college readiness of first-year college students (Gaertner et al., 2019). For example, students not reading on grade level can impact a student's ability to complete mathematical modeling (Krawitz, et. al., 2021) . At the college level, we often focus on incoming graduates, but since the pandemic all education levels have been affected. The full effects of learning loss for elementary age children will not be seen in classrooms immediately, but in years from now when they begin to attend college or in dual-credit classrooms. St. Philip's College is especially sensitive to these considerations because of the heavy connection to P-TECHs, ECHSs and other high school partners. As educators, we need to think ahead about how these challenges will impact our classrooms and our ability to service students. This issue of Data Point 2.0 briefly examines the impact the pandemic had on grades 3-8 STAAR scores (the standardized metric for grade level achievement in the State of Texas). In the issue we also present how these STAAR scores might impact college education in the near future.

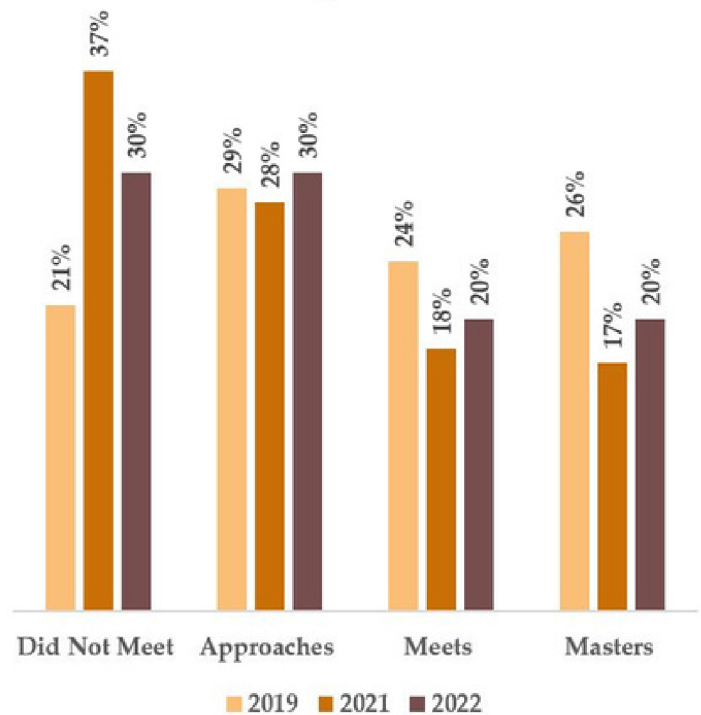
### Learning Losses in Mathematics

In the figure to the right, there are four groups of STAAR results for the state of Texas. The groups indicate if grade level standards have been met on the STAAR exam. A rating of "Did Not Meet" indicates that the student will need significant intervention to be successful in the next grade level. A rating of "Approaches" indicates a student is likely to succeed in the following grade with targeted supports. A rating of "Meets" indicates a student is likely to have success in the next grade level with minimal interventions. A rating of "Masters" indicates a student is likely to succeed with little to no intervention (TEA: Student Assessment Division, 2017) . Students who achieve "Meets" or "Masters" in their high school assessments should be on track to be college ready.

During the pandemic, we saw an overall decline in math performance in students receiving "Meets" (24% to 18%) or "Masters"(26% to 17%). Students who "Did Not Meet" increased (21% to 37%). In 2019, 50% of students would need minimal intervention. Also, in 2019, 64% of students were entering college ready in mathematics (THECB, 2021).

The recent declines in performance across the state in math will have ripple effects for years to come. As of 2022, assessed Texas schools have been unable to recover the losses in math from Covid-19 in our K-12 system. Our "Meets" group has only recovered 2% and "Masters" 3%. The student outcomes could lead to further challenges to House Bill 2223 for corequisite education.

STAAR Results: 3-8th Grade and Algebra 1



Source: TEA 2022 STAAR Results Summary

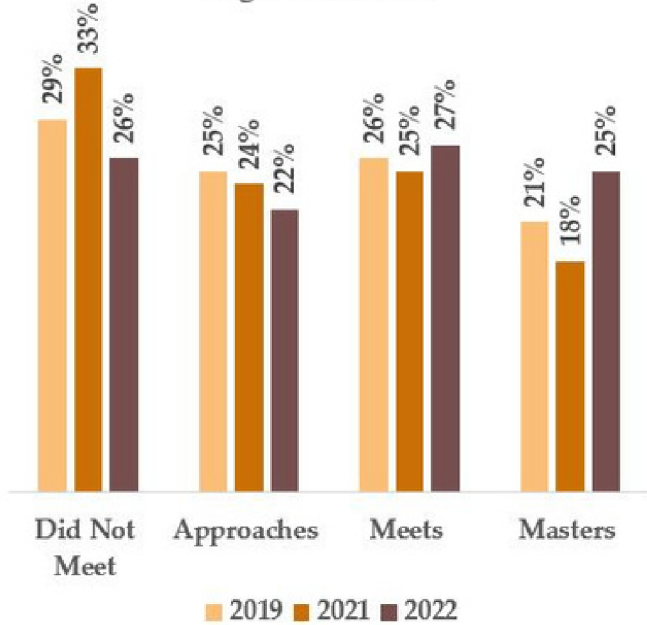
## Recovery and Success in Reading

Across Texas, reading scores show that Reading assessment levels have surpassed the 2019 levels in both "Meets" (26% and 27%) and "Masters" (21% and 25%). The results come after the TEA instituted the Science of Teaching and Reading exam for new teachers and the Reading Academies for currently certified teachers. The focus on reading education at all levels may have resulted in higher student success than pre-pandemic levels. In 2022, 52% of 3rd- 8th graders and English I and II students have shown proficiency in reading. In 2019, 47% earned "Meets" or "Masters". In 2019, 79% met the reading benchmark for college readiness (THECB, 2021).

In 2022, 48% of students still have not reached "Meets" or "Masters" in reading. Though students are coming in college ready more often in reading than in mathematics, there is a need to continue to provide supplementary and remedial services.

The recent performance levels in K-12 education throughout the state reinforces the need for continued support for incoming college students. In 2019 58% of students overall were not college ready in at least one subject who entered community colleges. Four-year university only had 15% of students enter not college ready in at least one subject (THECB, 2021). Community colleges, like St. Philip's College, will need to continue to meet the needs of students in reading and mathematics as these results in 2021 are indicators of college readiness of upcoming classes.

### STAAR Results: 3-8th Grade and English I and II



Source: TEA 2022 STAAR Results Summary

### Conclusion

The impacts of learning loss will last years as the PK-12 system attempts to recover and accelerate learning across all grade levels. While colleges across the state have worked to remediate college readiness performance, the pandemic will continue to reinforce the need for corequisite and developmental education. Students who were in middle school during the height of the pandemic are now entering dual-credit courses and those who are in first-time college students spent half of their high school years in a remote learning environment. We need to, as educators, realize the challenges for students ahead.

### Sources

Division of Research and Analysis , Gaertner , F., Murphy, D., & Wright , B. (R. Kallus , C. Whalen, & S. Nagy , Eds.), Predictive Power of Grade 3 TAKS and STAAR on Future Academic Success (2019). Texas Education Agency.

Krawitz, J., Chang, Y.-P., Yang, K.-L., & Schukajlow, S. (2021). The role of reading comprehension in mathematical modelling: Improving the construction of a real-world model and interest in Germany and Taiwan. *Educational Studies in Mathematics*, 109(2), 337–359. <https://doi.org/10.1007/s10649-021-10058-9>

Texas Education Agency: Student Assessment Division . (2017, April). State of Texas Assessments of Academic Readiness (STAAR®) Performance Labels and Policy Definitions.

Texas Education Agency, 2022 STAAR Results Summary (2022).

Texas Higher Education Coordinating Board. (2021). Statewide Plan for Supporting Underprepared Students: Updates and Progress. Austin, TX.

### Who can use this data point?

- Academic Program Specialists/Coordinators
- Deans
- Administration
- Corequisite Instructors

### How can I use this data point?

- Use in environmental scan for strategic planning for unit goals
- Explain the connection between K-12 and community college success to outside constituents
- Understand the challenges corequisite students will be coming to college with for many years to come, and convey the importance of corequisite education

For more data and contact information, please visit our website:  
<https://www.alamo.edu/spc/about-spc/college-offices/planning-research-and-effectiveness/institutional-data/>