



# PRENDA IMPACT REPORT

Compiled for the New Hampshire Department of Education  
2022–2023 Data



prenda

# Overview

We have loved supporting your students this year! This report gives a summary of the growth and achievement we have seen in core academics and improvement in each student's personal relationship with learning this year.

- **Empowerment**
- **Academic Growth**
- **Academic Achievement**

# Empowerment

Prenda strives to provide learning environments that help students grow into empowered learners. To measure progress in “empowerment,” we look at 4 different aspects of student perception.



# Student-reported Empowerment

1

**Motivation:** Are students intrinsically motivated to learn?

2

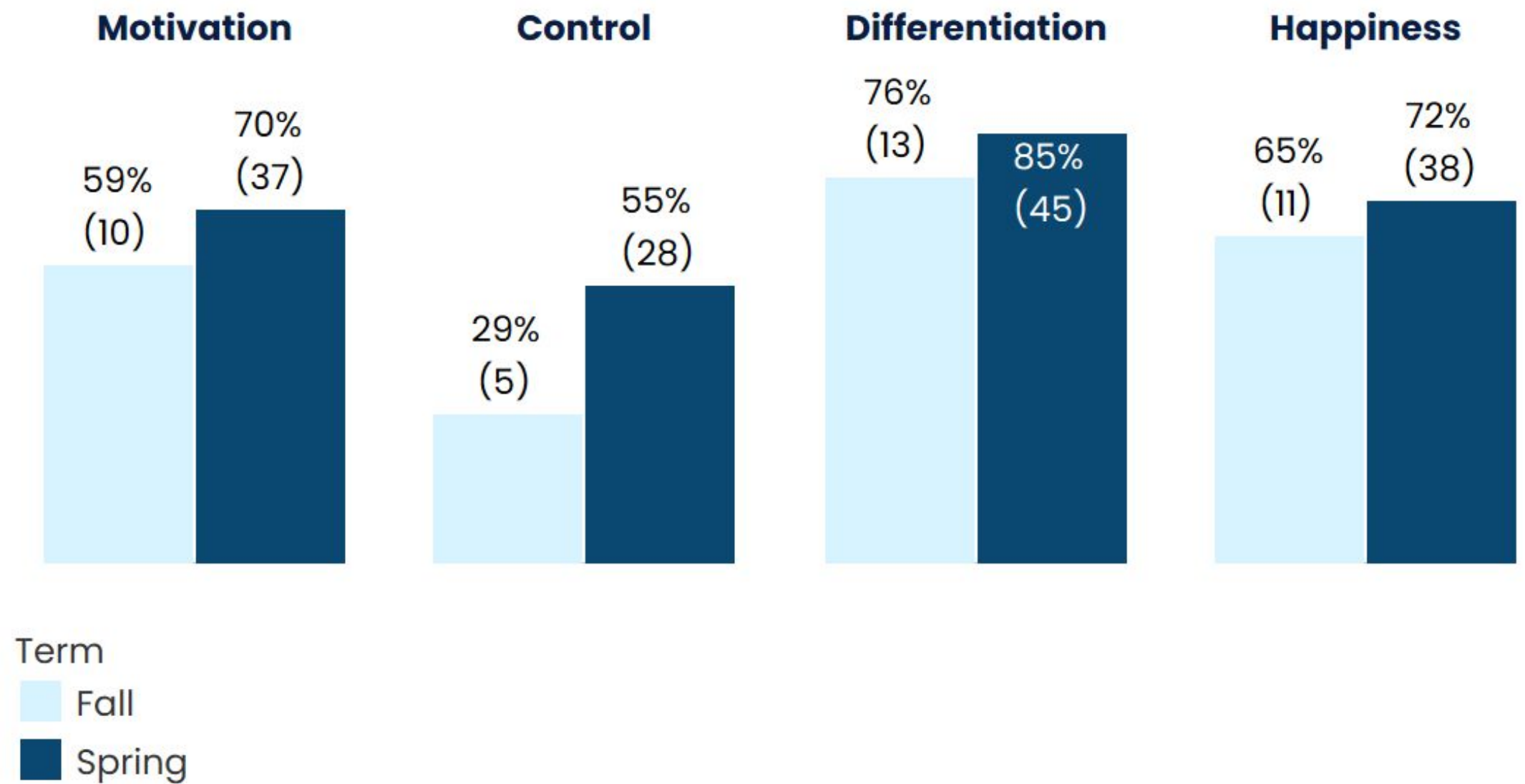
**Control:** To what degree do students feel that they are in control of their learning?

3

**Differentiation:** Are the level and pace of learning appropriately challenging?

4

**Happiness:** Do students feel positively about themselves as learners?



↑ **13.25** points  
average increase across  
empowerment elements

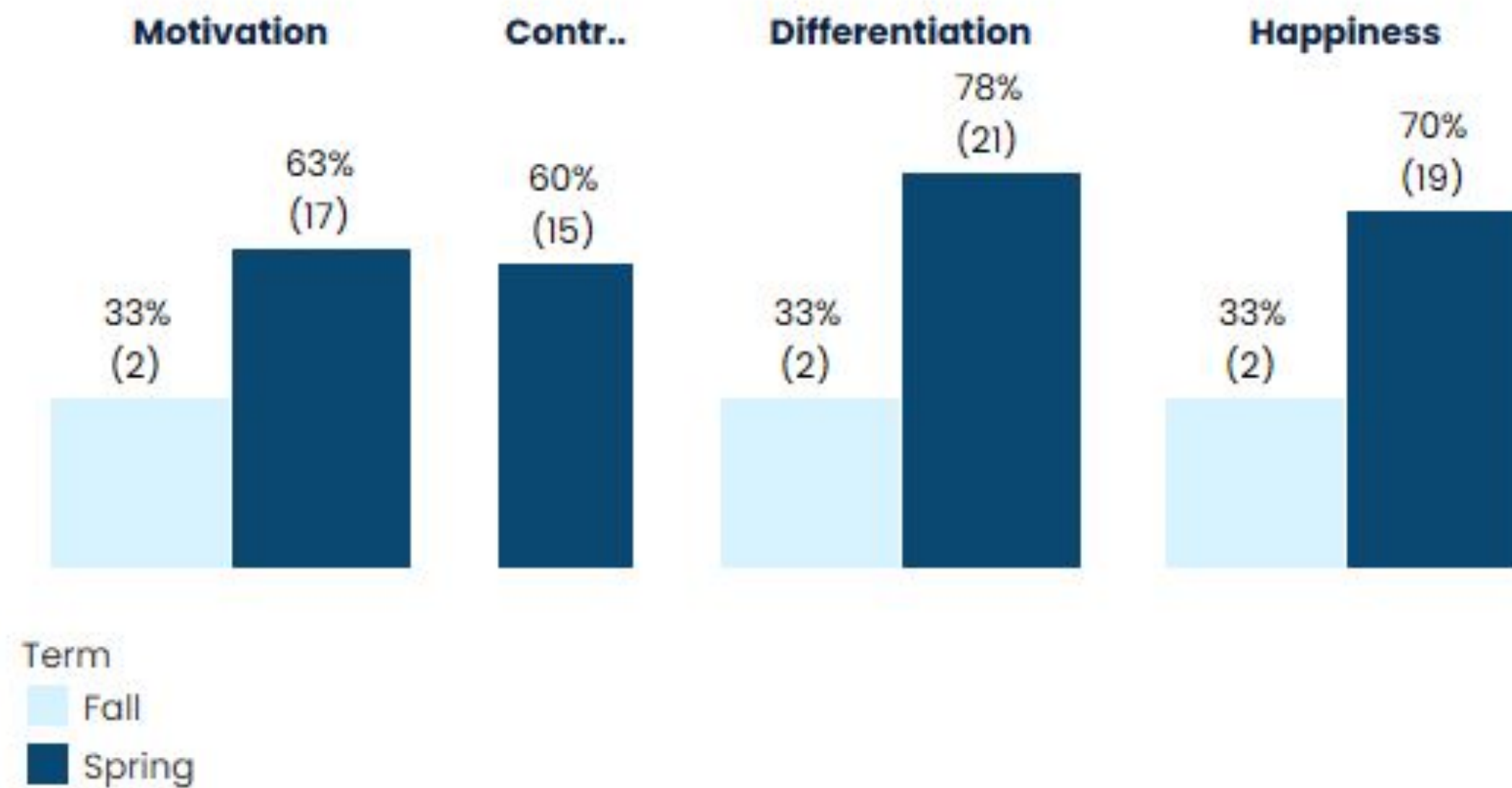
**8.9** / 10  
Average student rating of  
Prenda Guide

Your empowerment growth and Guide rating are higher than the Prenda-wide average!

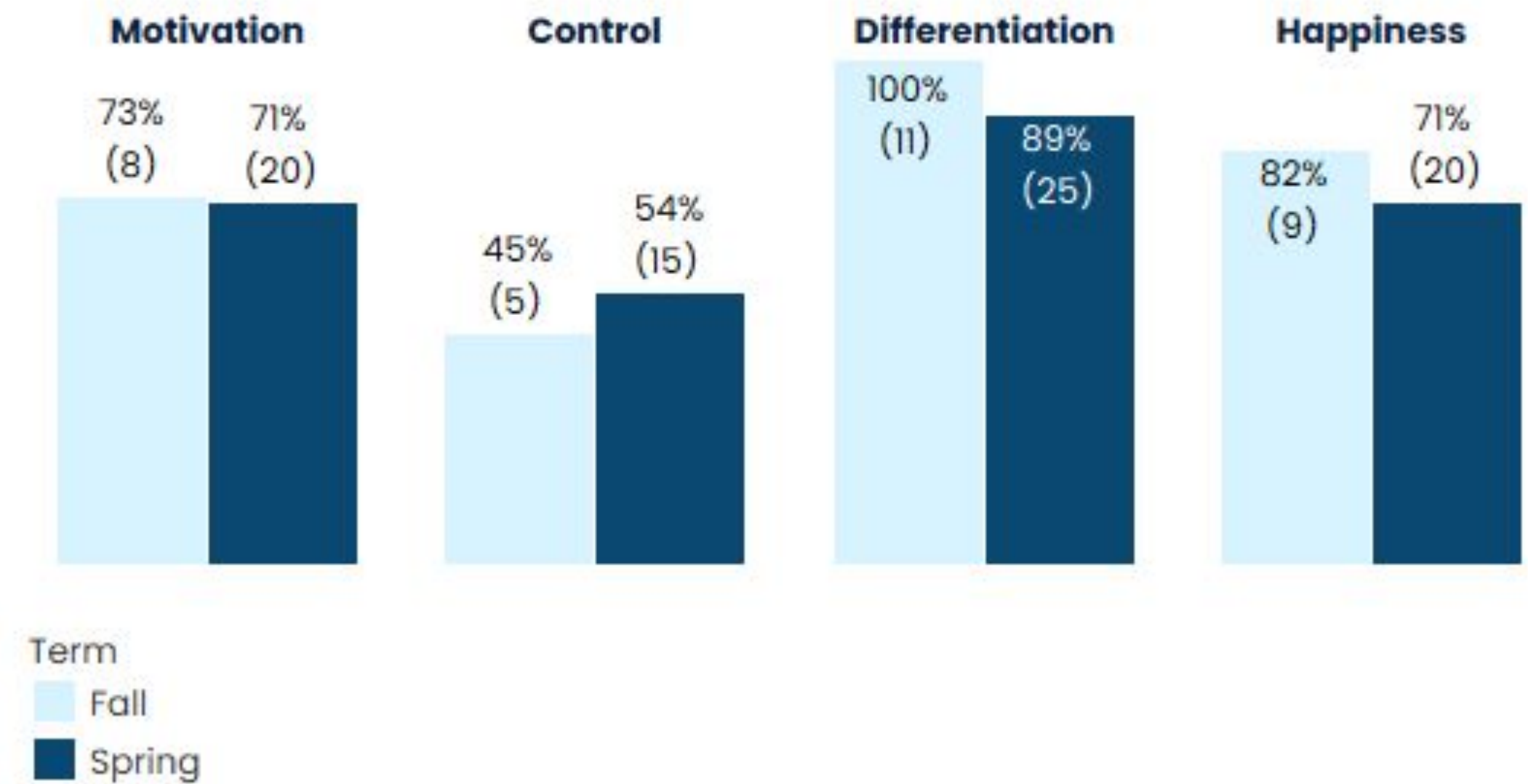
# Student-Reported Empowerment

## New vs. Returning Students

### New Students



### Returning Students



# New Student School Environment Sentiment

Going to school (before-Prenda) is mostly...

**33% positive**



Going to Prenda (this year) is mostly...

**82% positive**



- 82% (22) of 1st year students chose a positive word to describe their Prenda experience

# Returning Student School Environment Sentiment

Going to school (before this year) is mostly...

**100% positive**



Going to Prenda (this year) is mostly...

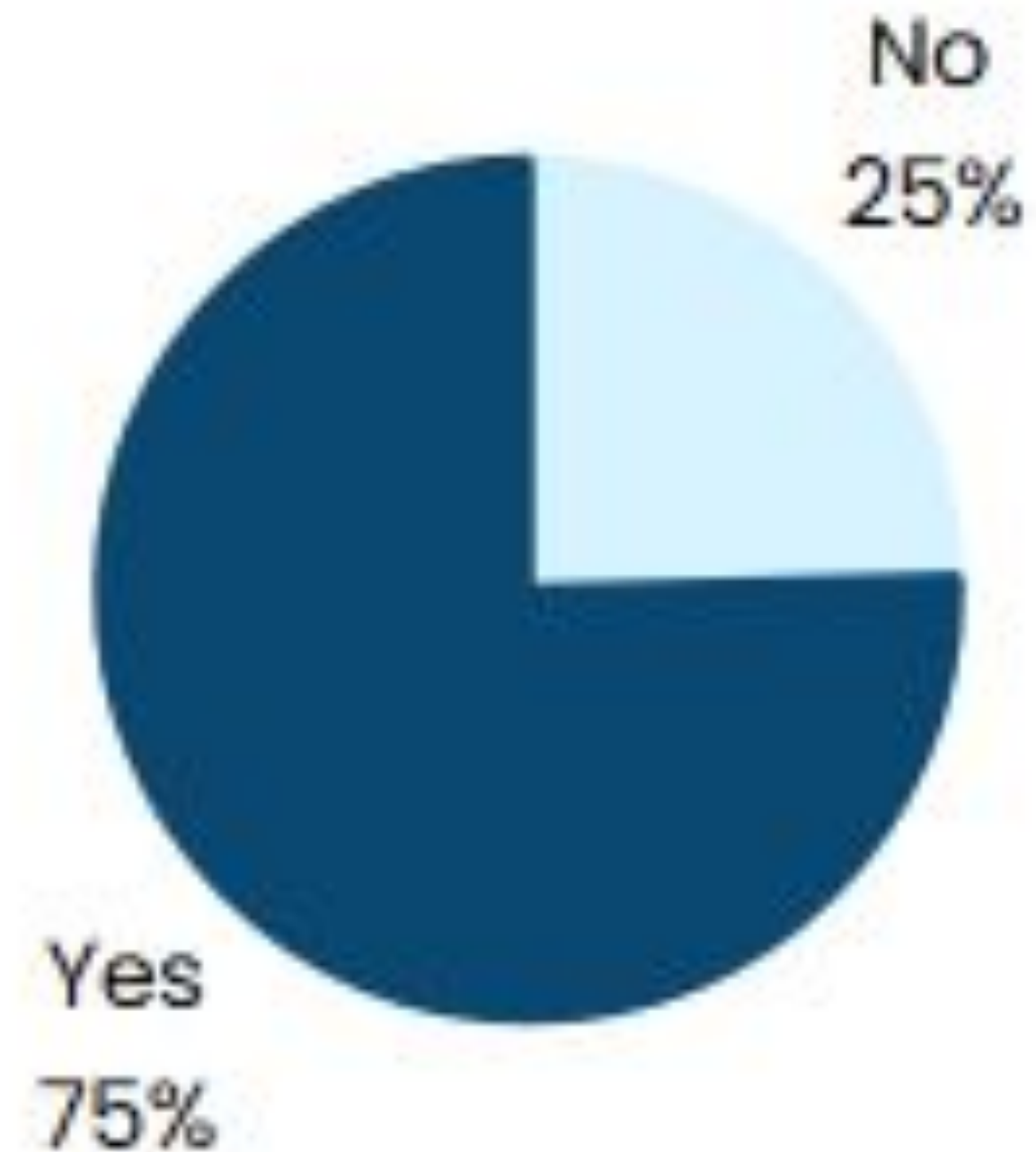
**89% positive**



- All but 3 returning students had a positive experience with Prenda this year

# Personal Purpose

Do you feel like you were able to find a personal purpose for learning this year?

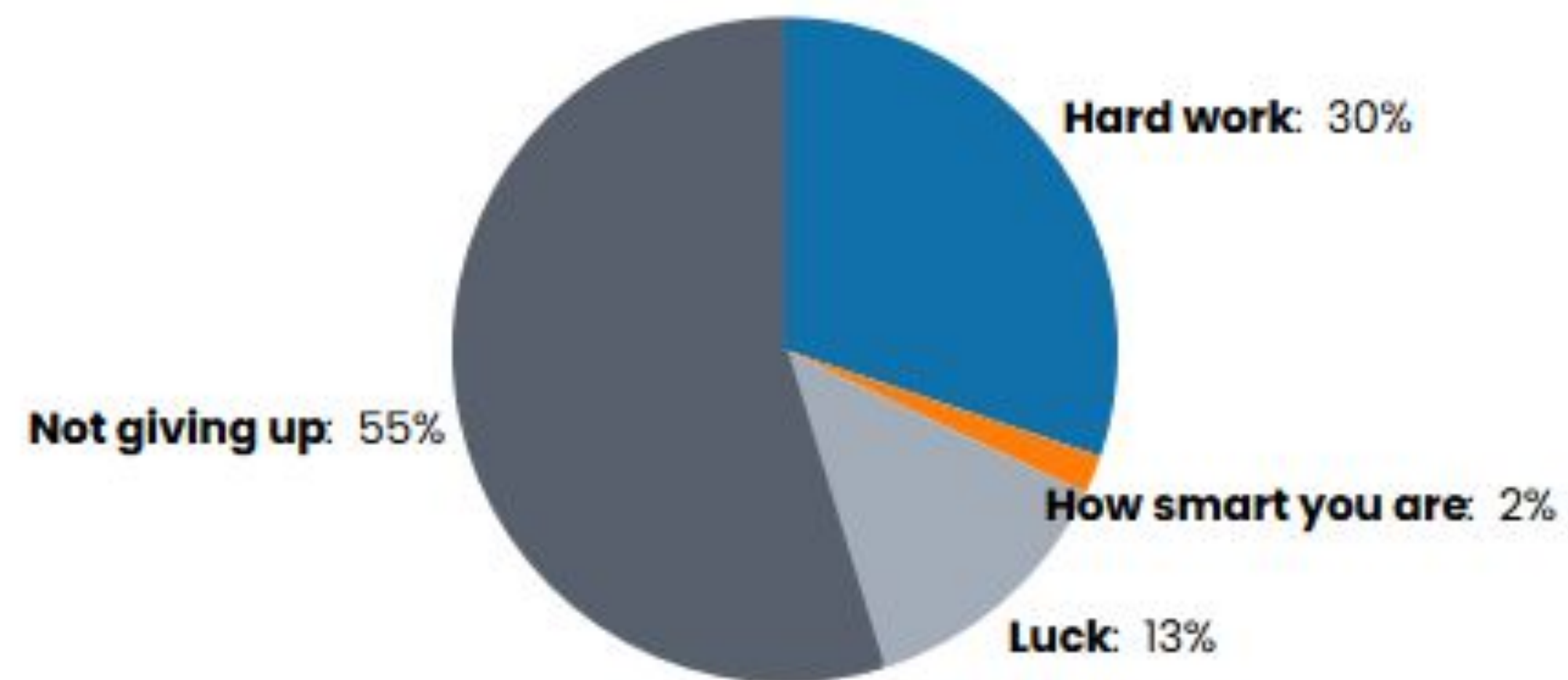


- 75% of students reported that they were able to find their personal purpose for learning this year!



# Locus of control\*

What do you think has the biggest effect on your long term success in life?

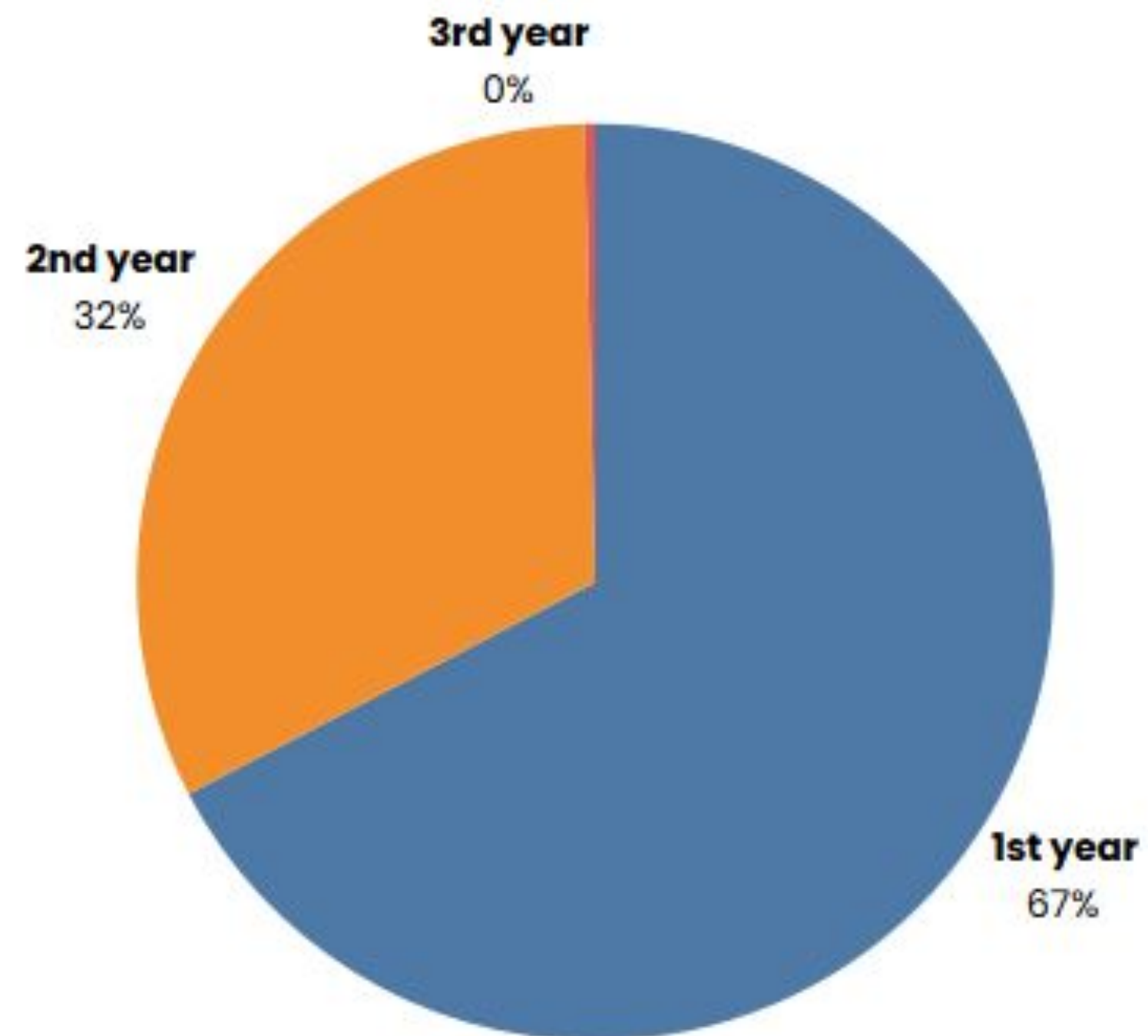


- 85% of students indicated evidence of have having an internal locus of control

\*Internal locus of control means that a student sees themselves as the main determinant of the events in their lives. It is tied to academic achievement,<sup>1,2</sup> as well as mental well being.<sup>3,4</sup>

# Tenure

How long have the students been with Prenda?



- A third of the students are returning students

# Academic Growth

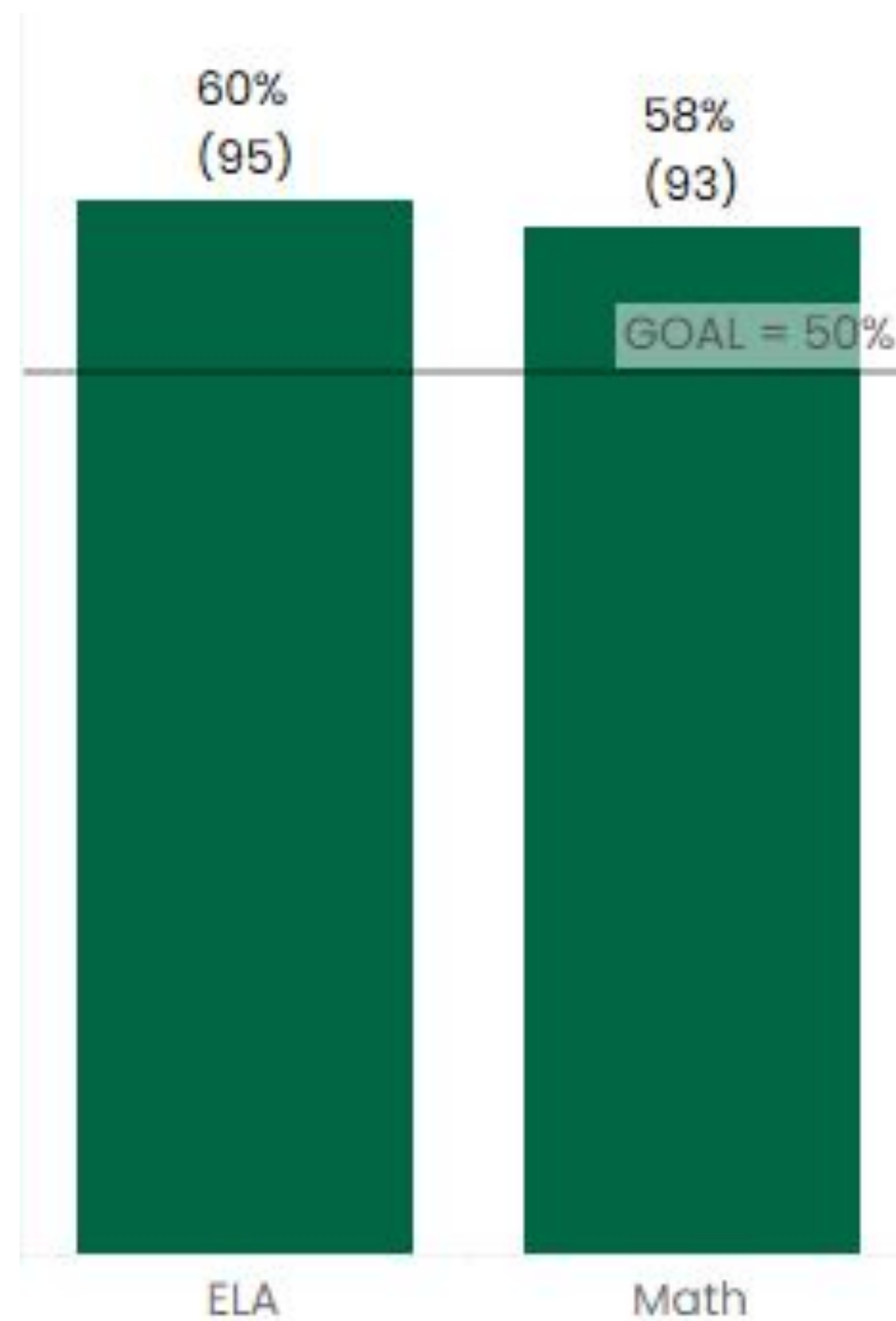
Prenda strives to provide opportunities for each learner to start where they need to start and move forward. We are proud of the progress that each student makes, no matter where they need to start their academic journey.

The following shows the progress your students have made academically, as assessed by the iReady benchmark test and the data from their daily mastery-based tools.



# % of Students that met or exceeded typical growth\*

We did NOT meet the expected standard in either ELA or Math for the majority of the students with matched data sets\*\*.



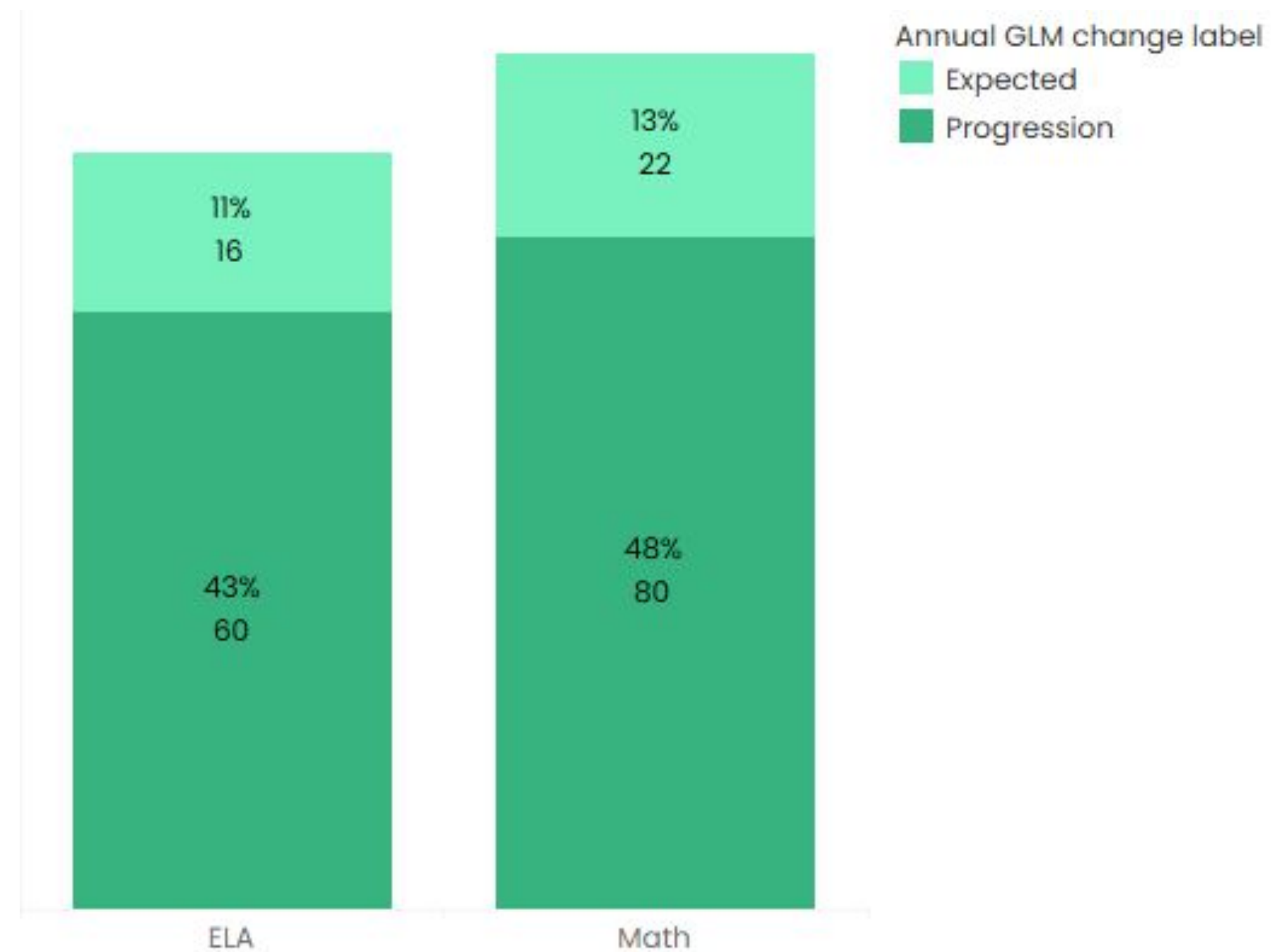
- For ELA, out of 159 students, 60% of students either met or exceeded the typical growth expectations
- For Math, out of 160 students, 93% of students met or exceeded the typical growth expectations

\*Typical Growth Expectations are set by iReady based on the median growth seen in all iReady students with the same GLM and Enrolled Grade. We expect at least 50% of the students to have met or exceeded typical growth, since this is a median measure.

\*\* We have matched testing data in Spring and Fall for only 60% of the students enrolled this year.

# % of Students that showed grade level improvements

More than half of your students\* who started 1 or more grade levels below showed at least 1 full grade level improvement in 1 year.



- In ELA, 54% of struggling students showed at least one full grade level of growth. Significantly, 43% improved by 2 years or more.
- In Math, 62% of struggling students showed at least one full grade level of growth. Significantly, 48% students improved by 2 years or more.
- This indicates that Prenda was a **successful educational path** for many students who entered the program below grade level.

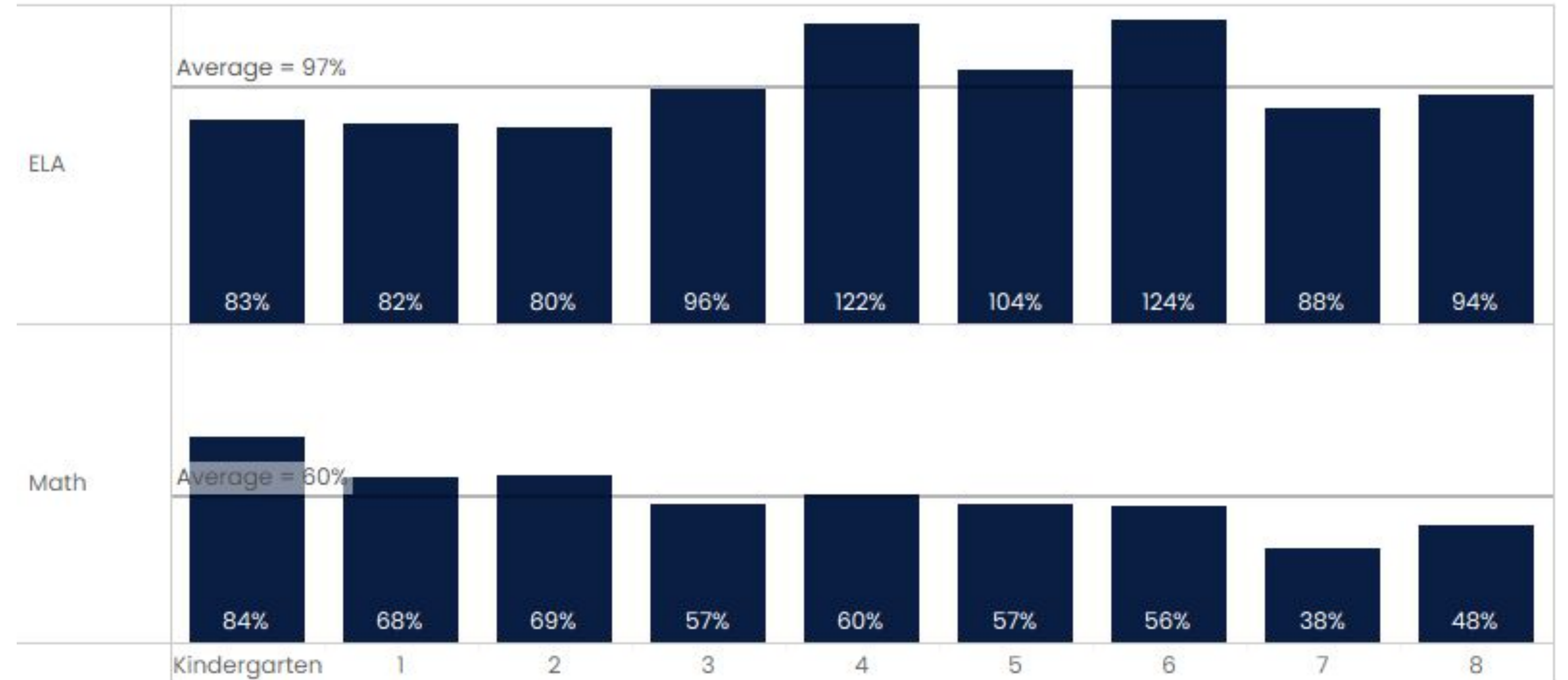
*Grade level placement information was provided by iReady. This was then compiled for your set of students for both the beginning of the year (Fall) and the end of the year (Spring) testing windows. Those who tested at least 1 level above in the latter compared to the former were included.*

\* We have matched testing data in Spring and Fall for only 60% of the students who tested 1 or more grade levels below in Fall

# Average progress in 1 year

Across all our students, we see less than a single year of growth.

- ELA: 97% growth
- Math: 60% growth



Data were gathered from the daily mastery-based tools, and mapped to % progress. Completion of a full grade level would correspond to a 100% growth.

# Accelerated growth

Students who started the academic year 1 or more years behind, ended up catching up or exceeding their enrolled grade level by the end of the year

## ELA

- 70 students started 1 year behind. At EOY,
  - 25 (36%) were mid or above grade
- 32 students started 2 years behind. At EOY,
  - 5 (16%) were early on grade, and
  - 3 (9%) were mid or above grade
- 15 students started 3 years behind. At EOY,
  - 3 (20%) were only 1 grade level below
  - 1 (7%) was at grade level

## MATH

- 84 students started 1 year behind. At EOY,
  - 39 (46%) were mid or above grade
- 31 students started 2 years behind. At EOY,
  - 5 (16%) were early on grade, and
  - 2 (6%) were mid or above grade
- 23 students started 3 years behind. At EOY,
  - 5 (22%) were only 1 grade level below
  - 1 (4%) was at grade level

# Academic Achievement

While Prenda prioritizes meeting students where they are and moving them forward, we also pay close attention to grade level performance.

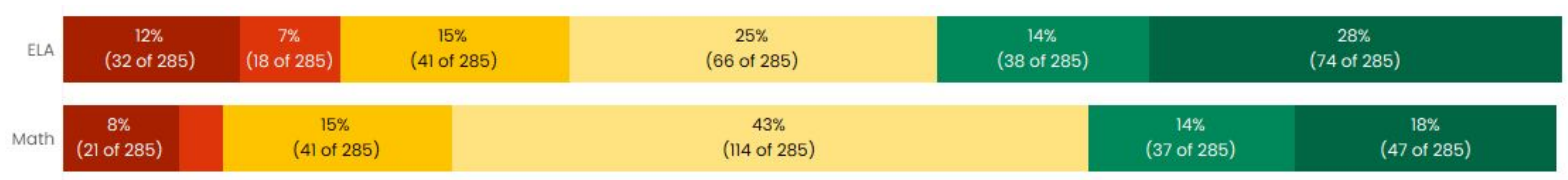
The following describes where your students are performing when compared to their grade level peers and national norms.





# % Students by relative placement within tools

According to daily mastery based learning tools, at the end of the year the majority of the students are working at or above their grade level in both ELA and Math.



## Relative GLM

- Above grade level
- Late grade level (80% or above)
- Early grade level
- 1 grades below
- 2 grades below
- 3+ grades below

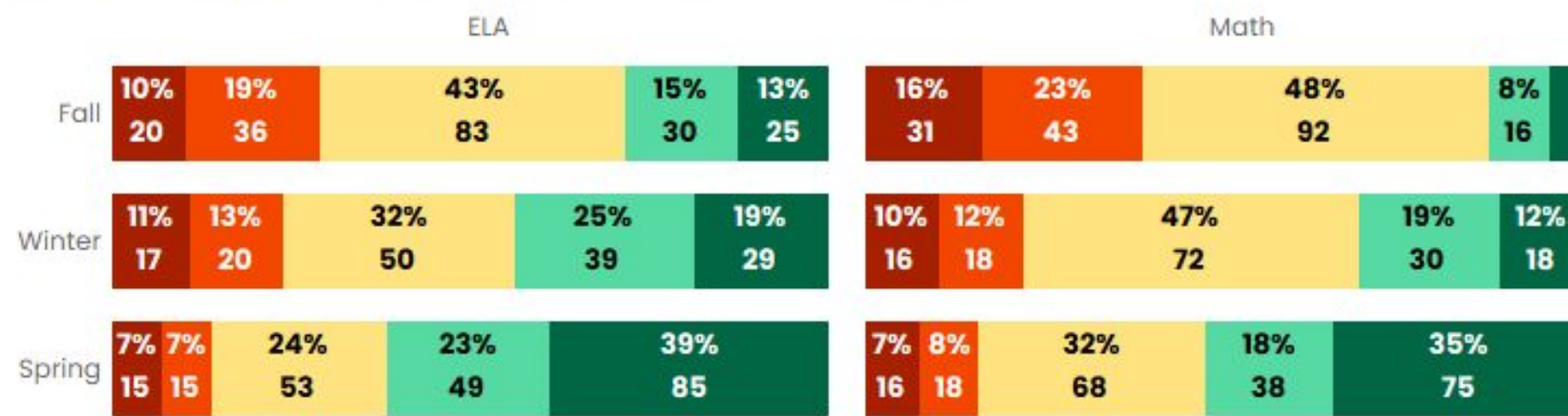
- In ELA, 67% were at or above grade level, but only 42% were late or above grade level.
- In Math, 75% were at or above grade level, but only 32% were late or above grade level.

*Grade level placements were derived from the daily mastery based tool data and their corresponding curriculum-based grade levels. By comparing these placements to the enrolled grade of the students, we derived relative grade level placements.*

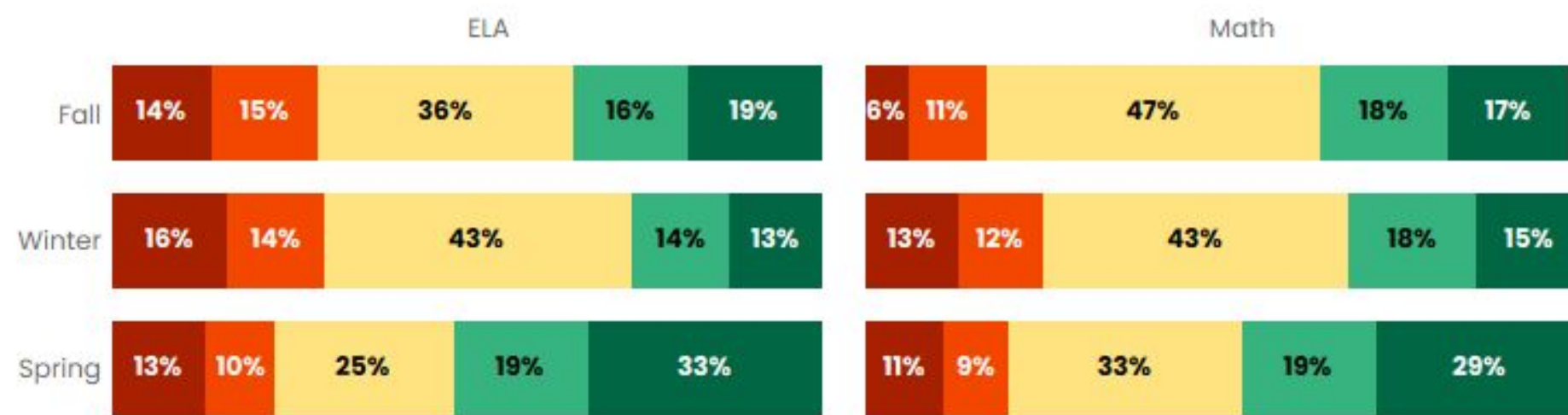
# Grade Level Placement Performance

➔ Our students outperformed the **National** and **NH** norms significantly, especially when looking at the % of students who scored on or above grade level.

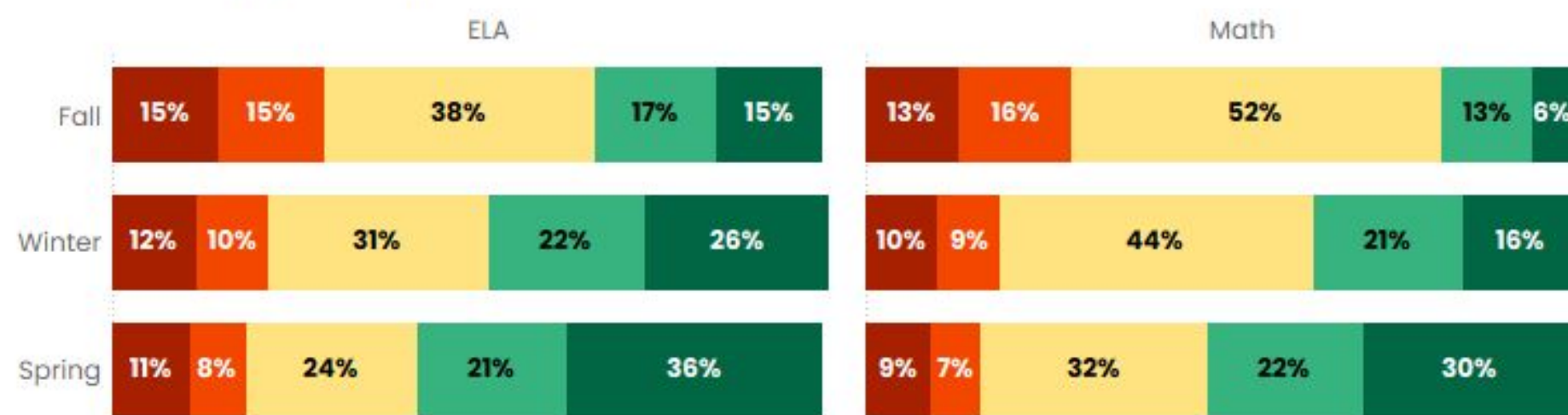
% Students by grade level placements - NHDOE



% Students by grade placement levels - National norms



% Students by grade placement levels state norms - NH



## NH Prenda % / National% / NH%

- Reduction of % students scoring 2+ grade levels below:
  - ELA: 15% / 6% / 11% points reduction
  - Math: 24% reduction / 3% increase / 13% points reduction
- Reduction of students scoring 1 grade level below:
  - ELA: 19% / 11% / 20% points reduction
  - Math: 12% / 14% / 14% points reduction
- Increase in students scoring on or above grade level:
  - ELA: 34% / 17% / 25% points increase
  - Math: 40% / 13% / 33% points increase

\*Grade level placement information were provided by iReady. This was then compiled for your set of students for both the beginning of the year (Fall) and the end of the year (Spring) testing windows. This includes students who took part in only one of the two tests.

# Annual Change in Grade Level Placement (% points)

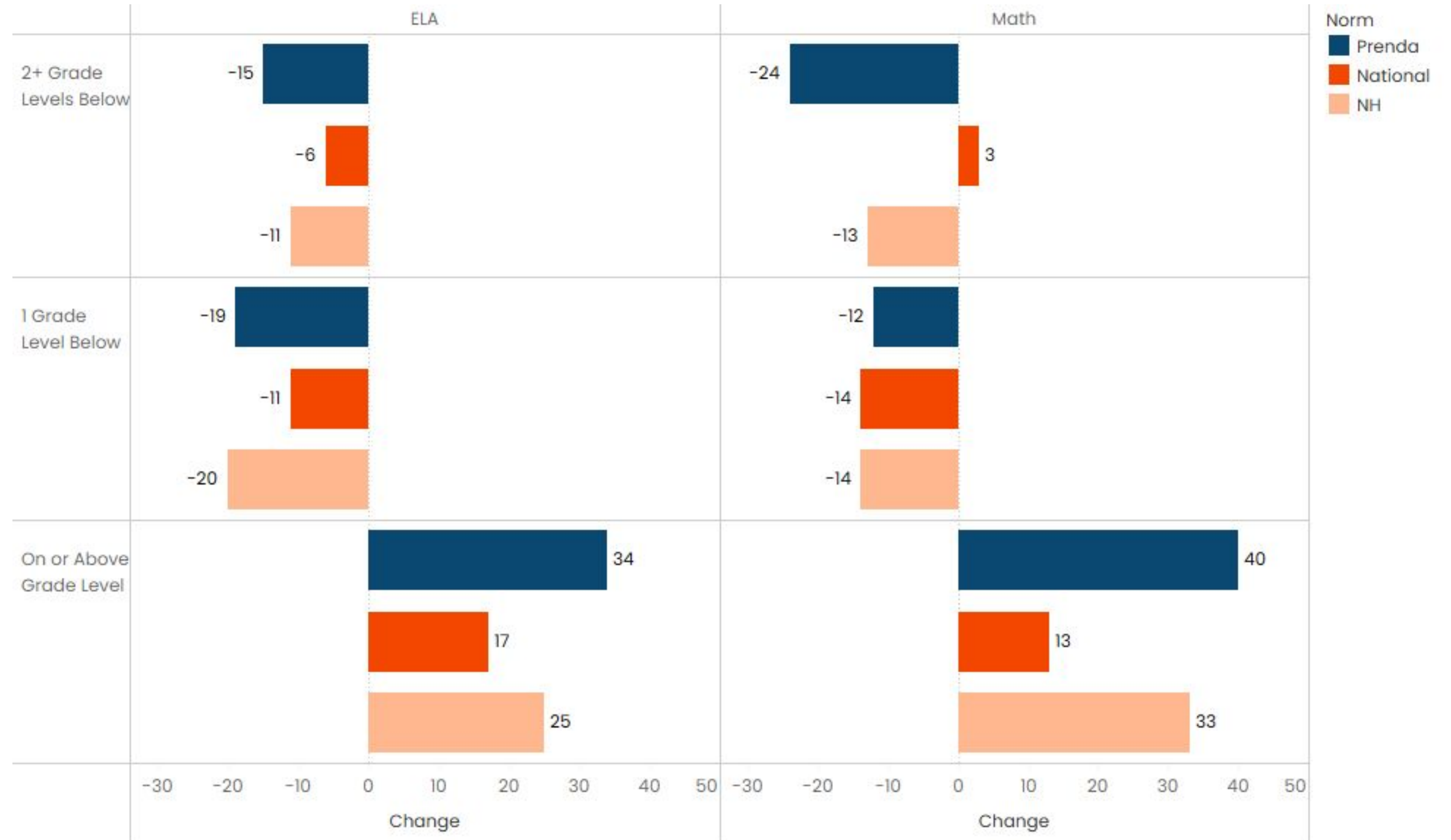
Our students outperformed the National and NH norms significantly, especially when looking at the % of students who scored on or above grade level.

**Reduction\*** in students (% points) scoring 1, 2, or more grade levels below

\*Longer negative bars are better

**Increase\*** in students (% points) scoring on or above grade level

\*Longer positive bars are better



Thank you,  
**NEW HAMPSHIRE!**

