Accelerating Learning Webinar Series

▷ April 6 | Strategies for Whole Child Summer Learning and Beyond

▷ April 20 | High-Quality Tutoring Strategies

▷ May 4 | Best Practices for Expanded Learning Time

▷ May 18 | Using Assessments to Determine Student Needs

▷ June 1 | Equity-Centered Strategies to Support Students

Moderator

Monica Martinez

Director of Strategic Initiatives

Learning Policy Institute

@drmonie

@LPI_Learning

Housekeeping

▷ All participants will be muted throughout.

▷ You may write in your questions at any time throughout today's presentation using the Chat feature. These will be answered during the Q&A segment.

▷ Please do not send questions to individuals but rather to All Panelists using the drop-down menu.

▷ This webinar is being recorded and will be posted online at http://links.aasa.org/recordings and at https://learningpolicyinstitute.org/events.

Panelists

Molly Spearman

South Carolina Superintendent of Education

John Payne

Deputy Superintendent, South Carolina Department of Education

Baron Davis

Superintendent, Richland School District Two (SC)

Heather Hough

Executive Director, Policy Analysis for California Education (PACE)

Jorge Aguilar

Superintendent, Sacramento City Unified School District (CA)
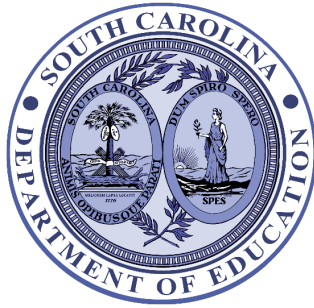
Panelists

Molly Spearman

South Carolina Superintendent of Education

John Payne

Deputy Superintendent, South Carolina Department of Education

Accelerating Learning:
Using Assessments to Determine Student Needs

Molly M. Spearman, State Superintendent of Education

John R. Payne, Deputy Superintendent of Federal Programs

PROFILE OF THE
South Carolina Graduate

WORLD-CLASS KNOWLEDGE

Rigorous standards in language arts and math for career and college readiness

Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

WORLD-CLASS SKILLS

Creativity and innovation

Critical thinking and problem solving

Collaboration and teamwork

Communication, information, media and technology

Knowing how to learn

LIFE AND CAREER CHARACTERISTICS

Integrity • Self-direction • Global perspective • Perseverance • Work ethic • Interpersonal skills

Assessments in South Carolina

Interim Assessments

- 2020-21
  - MAP Growth from NWEA
  - STAR from Renaissance Learning
  - iReady from Curriculum Associates
  - Case Benchmarks from Certica Solutions (under review)
- Alignment studies
- Criteria for Adoption

Other State-Required Measures

- 4K Readiness Assessments
- Kindergarten Readiness Assessment
- MTSS/Dyslexia Screener
- Gifted and Talented Assessments
- Pre-College Readiness Assessments*
- College Readiness/Entrance*
- Career Readiness
- Civics Assessment

SOUTH CAROLINA PROFILE OF A GRADUATE PROTOTYPE COMPETENCIES

CLICK TO ACCESS THE FULL 7-LEVEL CONTINUA FOR EACH COMPETENCY

READING CRITICALLY

EXPRESSING IDEAS

INVESTIGATING THROUGH INQUIRY

REASONING QUANTITATIVELY

DESIGNING SOLUTIONS

BUILDING NETWORKS

USING SOURCES

LEARNING INDEPENDENTLY

LEADING TEAMS

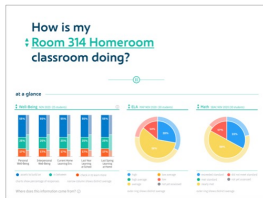NAVIGATING CONFLICT
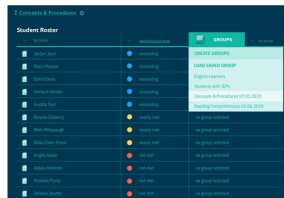
SUSTAINING WELLNESS

ENGAGING AS A CITIZEN

SOUTH CAROLINA DEPARTMENT OF EDUCATION
ed.sc.gov

FULL CONTINUA

How are Students Doing?

- Interim ELA and math assessment data enables the quick examination of the effect and recovery, for:
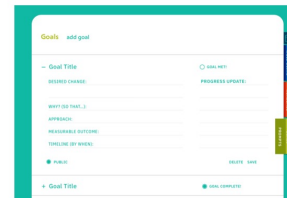
rally ANALYTICS PLATFORM

- What is Rally?
  - A set of interactive tools

Classroom and student-level views with assessment-specific data and well-being

Grouping feature to accelerate skills and organize class activities

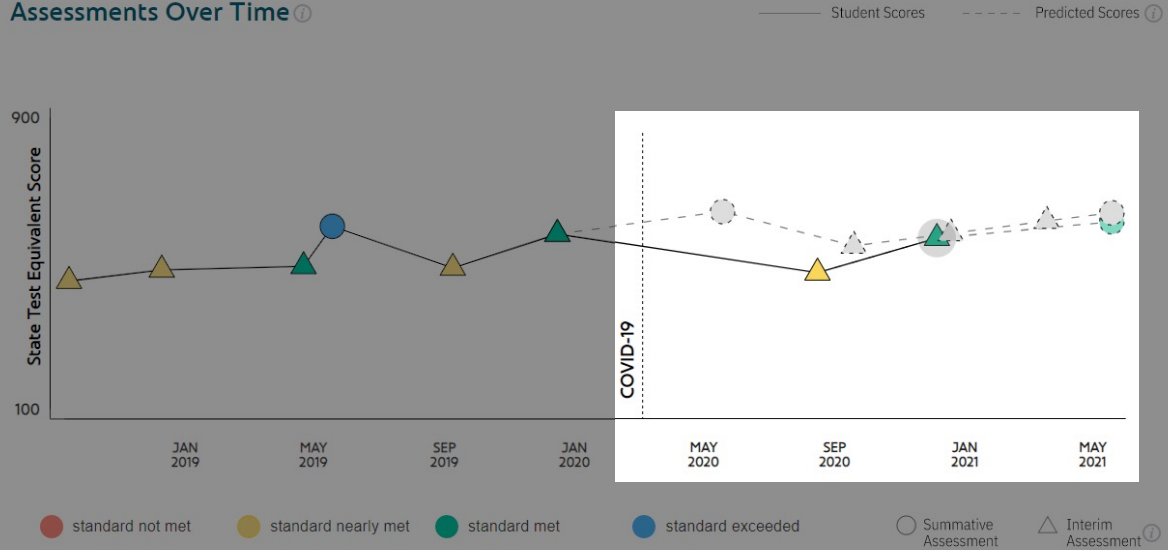**A notebook** for teachers to store reflections and set goals for individual students

- Provides **timely** and **comprehensive** information about students' needs
  - Reports *historical* and *current year* interim and state assessment data
  - Displays predictions for 2020-2021 assessment scores
  - Links to state-supported curricular resources

IN PARTERSHIP WITH EDUCATION ANALYTICS

rally ANALYTICS PLATFORM

Assessments Over Time ⓘ

—— Student Scores   - - - - Predicted Scores ⓘ

State Test Equivalent Score

900

100

COVID-19

| JAN 2019 | MAY 2019 | SEP 2019 | JAN 2020 | MAY 2020 | SEP 2020 | JAN 2021 | MAY 2021 |

● standard not met   ● standard nearly met   ● standard met   ● standard exceeded   ○ Summative Assessment   △ Interim Assessment ⓘ

Predictions take into account the student's prior test history for the assessments reported above.

If a student does not have 20-21 interim assessments in Rally, the predictions should be interpreted as the average score for students with a similar test history in a typical school year (without the COVID-19 disruption).

13

Panelist

Baron Davis

Superintendent,
Richland School
District Two

- ❏ 4 weeks of extended learning time offered to all students

- ❏ Current registration of over 5,000 students

- ❏ Meals and transportation provided

Elementary

Intervention curriculum to reinforce key math concepts and build math fluency

Middle

Preview the first 9-weeks content in ELA and math

High

Preview 2 core courses of choice (math, English, science, history, AVID or SAT/ACT prep)

SOAR
SUMMER OPPORTUNITY FOR ACADEMIC READINESS

Elementary

Summer Reading Camp

- Literacy focus
- Grades 2-5
- 5 weeks
- Transportation & meals provided
- Formative assessments (MAP, Reading A-Z)

Premier Academy

- Literacy focus
- Grades K & 1
- 3 weeks
- Meals provided
- Formative assessments (MAP, Easy CBM)

Secondary

Math Nation

- Online platform
- Grades 6-12
- 10-12 hours
- Preparation for upcoming math class
- Celebrations at schools in August

Summer Reading

- Variety of genres based on a school-wide theme (middle)
- Summer reading options for each English course (high)
- Celebrations at schools in August

Special Services

COMING SOON

- Extended School Year (ESY) camps

- Compensatory services as needed

- Speech camps in conjunction with USC speech interns

- Orton-Gillingham training for elementary and secondary resource teachers

Looking beyond disabilities ...
Focusing on capabilities ...
Expanding possibilities!

Assessment

- Continued with the district's formative assessment system during the pandemic (benchmarks)

- Utilized Edgenuity at home and at school to accelerate student performance

- Created a Grading Task Force to address disparities in grading that became evident during the pandemic

COMING SOON

Assessments that are not tied to grade level standards will be important in finding each student's zone of proximal development

Equity

- Created a Grading Task Force to address disparities in grading that became evident during the pandemic

- Expanded our long-time one-to-one device program to grades K-2

- Provided hot spots for families in need of Internet access

- Students keep their district-issued devices during the summer
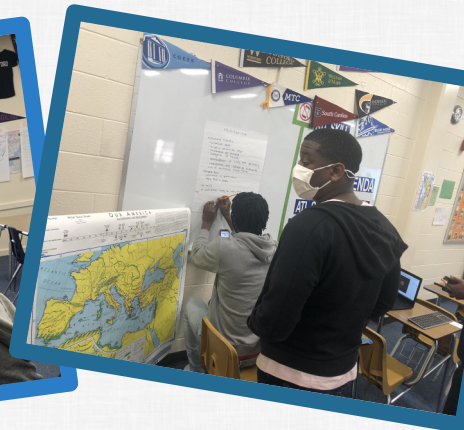
RICHLAND
SCHOOL DISTRICT
TWO

"
Challenges are what make life interesting.

Overcoming them is what makes life meaningful.
"

Panelist

Heather Hough

Executive Director, Policy Analysis for California Education (PACE)

LEARNING POLICY INSTITUTE

AASA
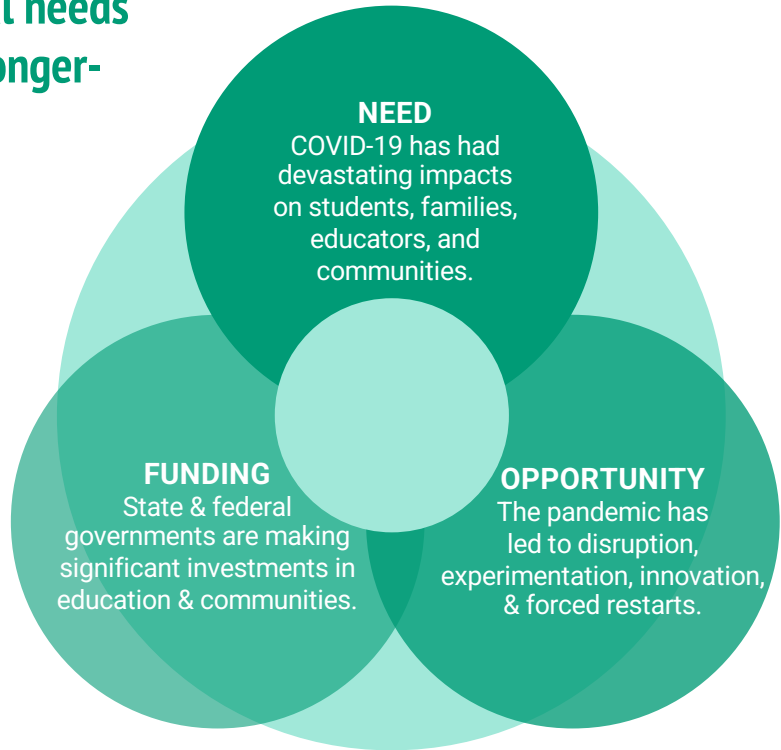THE SCHOOL SUPERINTENDENTS ASSOCIATION

Educational Recovery in America's Schools

The Critical Role of Assessment in Understanding and Meeting Students' Diverse Needs

Heather Hough
May 18, 2021

PACE
Policy Analysis for California Education

1. **Act now to address critical needs**
2. **Lay the groundwork for longer-term transformation**

NEED
COVID-19 has had devastating impacts on students, families, educators, and communities.

FUNDING
State & federal governments are making significant investments in education & communities.

OPPORTUNITY
The pandemic has led to disruption, experimentation, innovation, & forced restarts.

Prioritize 5 key equity actions

By redesigning schools to be restorative places—places where students feel safe, known, supported, and fully engaged in learning—we can accelerate student learning and lay the groundwork for long-term and systemic transformation.

1. Center Relationships

Prioritize building and nurturing relationships of mutual support and high expectations among students, families, and educators.

2. Address Whole Child Needs

Identify the unique social, emotional, mental health, language, and academic needs of every student; develop plans to address those needs.

3. Strengthen Staffing & Partnerships

Invest in staff and deepen community-based partnerships—including during summer and out-of-school time—to address students' individualized learning and mental health needs.

4. Make Teaching & Learning Relevant & Rigorous

Support educators to prioritize equity; racial, cultural, and linguistic relevance; rigor; and the highest priority standards in curriculum and instruction.

5. Empower Teams to Reimagine & Rebuild Systems

Lay the groundwork for long-term systemic transformation via collaboration and cocreation among racially, linguistically, and culturally diverse students, families, educators, and community partners.

Getting specific on learning recovery:
Assess student needs

In the first weeks of the 2021-22 academic year, every school should:
- Conduct regular student wellness screenings
- Utilize interim or diagnostic assessments to determine current learning needs
- Review prior year data on attendance, engagement, and grades
- Discuss student needs and assets with parents, caregivers, and former teachers

Tier III - intensive
Tier II - targeted
Tier I - core

Multi-Tiered System of Supports
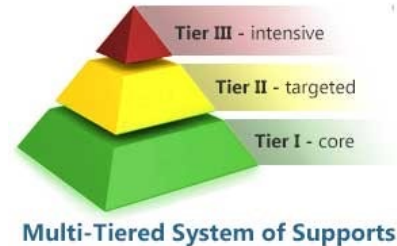
Important considerations:
- Schools/districts should only collect data that is going to used to better support students
- Teachers, school leaders, and district administrators need different kinds of data to make decisions
- Staff may need training and support in reviewing and acting upon data and maintaining an "improvement mindset"

The Four Ts: Investing in Understanding Whole Child Needs

To identify and develop plans for addressing the unique needs of every student, districts should consider investing in the following:

Time	Talent
Time •Regular time for teachers in grade- and subject-level teams to analyze and interpret student data together to inform their instructional planning •Regular time for school teams to review student data, evaluate the efficacy of interventions, and revise plans.	**Talent** •School-level data lead •School-level family engagement coordinators to engage the community in student surveys and screeners •District-level data analyst(s) •Team lead(s) for developing and implementing individualized plans for student support
Training •Professional development in data analysis and use •Professional development in screening for student needs and protocols for response	**Technology/Materials** •Wellness screener system, administration, and scoring •Formative assessment systems for students in different grade levels and subjects

Additional Resources

Reimagine and Rebuild

Restarting School with Equity at the Center

This brief was developed by California-based family and student engagement organizations, associations representing educators and system leaders, research institutes, and civil rights and equity groups. The recommendations arise from the evidence that has collectively emerged from focus groups with educators, parents, and students; polls and surveys of stakeholders; a deep review of the literature; and original research conducted on COVID-19's impact on schools and students.

Advancement Project California • Association for California School Administrators • Attendance Works • California Association of African-American Superintendents & Administrators • California Collaborative for Educational Excellence • California Collaborative on District Reform • California Partnership for the Future of Learning • California State PTA • California School Boards Association • California Teachers Association • Californians for Justice • Californians Together • Center to Support Excellence in Teaching, Stanford • Children Now • Coleman Advocates for Children & Youth • Community Coalition • The Education Trust–West • Faith in Action East Bay, PICO California • Families in Schools • Inland Congregations United for Change, PICO California • InnerCity Struggle • Learning Policy Institute • National Center for Urban School Transformation • National Center for Youth Law • Opportunity Institute • Orange County Congregation Community Organization, PICO California • Parent Institute for Quality Education • Parent Organization Network • Partnership for Children & Youth • PICO California • Pivot Learning • Policy Analysis for California Education • Public Advocates • Sacramento Area Congregations Together, PICO California • Teach Plus California • True North, PICO California • Turnaround for Children • UCLA Center for the Transformation of Schools • USC Rossier Center on Education Policy, Equity and Governance

APRIL 2021

Going Deeper

Watch for additional resources from partner organizations—evidence-based practices, planning guides, and other practical tools—designed to help education leaders plan for a restorative restart and build toward system transformation at www.reimaginecaschools.org.

13   Reimagine and Rebuild: Restarting School with Equity at the Center

www.reimaginecaschools.org

Policy Analysis for California Education

Center relationships

Prioritize building and nurturing relationships of mutual support and high expectations among students, families, and educators.

Equitable Action	Sample Tools and Resources
Connect 1:1 with every family and every student	• Parent Teacher Home Visit tools and resources • National Equity Project Cultural Synchronization Questions to ask student in an informal 1:1 • National Equity Project three components of a Learning Partnership
Create dedicated time and space for relationship building and reengagement.	• Turnaround for Children Strategies to Build Relationships with Students
Implement positive and restorative discipline practices.	• CASEL Developing Schoolwide Norms • Schott Foundation Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools • Center for Restorative Process ideas for circles that help build trust, positive feelings, and a sense of belonging within the classroom community

A forthcoming PACE report provides more information on the research base undergirding these practices as well as concrete guidance for implementation.

Address whole child needs

Identify the unique social, emotional, mental health, language, and academic needs of every student; develop plans to address those needs.

Equitable Action	Sample Tools and Resources
Conduct regular student wellness screenings.	• National Center on Intensive Intervention listing of screening tools it has evaluated • SAMHSA Ready, Set, Go: Screening for Behavioral Health Risk in Schools • PACE policy brief Evidence-Based Practices for Assessing Students' Social and Emotional Well-Being
Assess student learning and review data on attendance, engagement, grades, and stakeholder perceptions about school conditions and climate.	• Pivot Learning and UnboundEd Equity Reset Toolkit, resources for creating a data-driven equitable education recovery plan • Center on Reinventing Public Education (CRPE) report Learning as We Go: Principles for Effective Assessment During the COVID-19 Pandemic • California School Conditions and Climate Work Group Recommendation Framework • Attendance Works Pathways to Engagement: A Toolkit for Covid-19 Recovery Through Attendance
Create an action plan to meet the individualized whole-child needs of every student.	• California MTSS resources • California College Guidance Initiative

Strengthen staffing and partnerships

Invest in staff and deepen community-based partnerships—including during summer and out-of-school time—to address students' individualized learning and mental health needs.

Equitable Action	Sample Tools and Resources
Pair students with high-dosage tutoring and mentoring.	• Annenberg Institute EdResearch for Recovery report Accelerating Student Learning with High-Dosage Tutoring
Provide mental health supports.	• California School-Based Health Alliance California Student Mental Health Implementation Guide • California School-Based Health Alliance A California Guide to Sharing Student Health and Education Information • Substance Abuse and Mental Health Services Administration (SAMHSA) School Mental Health Referral Pathways Toolkit
Offer expanded learning opportunities.	• Partnership for Children and Youth report No Longer Optional: Expanded Learning in School Reopening • Policy Analysis for California Education Expanded Learning Partnerships report and planning tool
Staff up to support student reengagement.	• Alameda County Health Care Services Agency's Center for Healthy Schools and Communities' Coordination of Services Team Guide

A forthcoming PACE report provides more information on the research base undergirding these practices as well as concrete guidance for implementation.

Make teaching & learning relevant & rigorous

Support educators to prioritize equity; racial, cultural, and linguistic relevance; rigor; and the most essential standards in curriculum and instruction.

Equitable Action	Sample Tools and Resources
Advance racial equity in curriculum.	• EdReports on educator-reviewed curriculum materials • NYU Metro Center Culturally Responsive Curriculum Scorecards, designed to help stakeholders determine the extent to which curricula are culturally responsive • Anti-Defamation League (ADL) collection of children's and YA books about identity, diversity, bias, and social justice
Advance racial equity in teaching.	• Learning for Justice professional learning workshops • New America Culturally Responsive Teaching: A Reflection Guide • Anti-Defamation League Anti-Bias Tools & Strategies • The Education Trust–West and other California partners' A Pathway to Equitable Math Instruction, resources and guidance to support Black, LatinX, and multilingual students to thrive in grades 6–8
Offer students choice and voice in their learning.	• Learning for Justice lesson on pandemic pedagogy and teaching about race and ethnicity and bias • Students at the Center report Motivation, Engagement, and Student Voice
Focus on priority standards and lessons to support student learning.	• Teaching Lab Accelerating Learning when Students Return to School • Rennie Center Accessing Grade-Level Content Action Guide • Carnegie Corporation How to Accelerate Learning • Achieve the Core Priority Instructional Content in English Language Arts/Literacy and Mathematics

A forthcoming PACE report provides more information on the research base undergirding these practices as well as concrete guidance for implementation.

Empower teams to reimagine & rebuild systems

Lay the groundwork for long-term systemic transformation via collaboration and cocreation among racially, linguistically, and culturally diverse students and families; educators; and community partners.

Equitable Action	Sample Tools and Resources
Create restorative restart and transformation teams so that this work is systematized and continues long term.	- Transcend Education Recovery to Reinvention, a playbook of guidance and tools that school communities can use to complete a "Recovery to Reinvention Plan" - California School-Based Health Alliance Restorative, Trauma Informed Schoolwide Assessment - CASEL SEL Roadmap: Actions for a Successful Second Semester

A forthcoming PACE report provides more information on the research base undergirding these practices as well as concrete guidance for implementation.

Panelist

Jorge Aguilar

Superintendent,
Sacramento City Unified
School District (CA)

Q & A

#AccelerateNotRemediate

Please join us for the next session.

Accelerating Learning: Equity-Centered Strategies to Support Students

June 1, 2021

Webinar Registration Link:

https://us02web.zoom.us/webinar/register/WN_c9IQTLQKQCK1YOvlfxJ3Iw

#AccelerateNotRemediate

Panelists:

- **Valerie Bridges**
  Superintendent, Edgecombe County Public Schools (North Carolina)

- **Desiree Carver-Thomas**
  Researcher and Policy Analyst, Learning Policy Institute

- **Damaris Rau**
  Superintendent, Lancaster School District (Pennsylvania)

- **Dave Schuler**
  Past President of AASA, The Superintendents Association (moderator)

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