Using Assessments to Determine Student Needs

#AccelerateNotRemediate
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

#AccelerateNotRemediate
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)

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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

FULL CONTINUA

SOUTH CAROLINA DEPARTMENT OF EDUCATION
How are Students Doing?

• Interim ELA and math assessment data enables the quick examination of the effect and recovery, for:
• What is Rally?
  • A set of interactive tools

• 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
Assessments Over Time

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).
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)
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)
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

- 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

Assessments that are not tied to grade level standards will be important in finding each student’s zone of proximal development
● 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
Challenges are what make life interesting. Overcoming them is what makes life meaningful.
Panelist

Heather Hough
Executive Director, Policy Analysis for California Education (PACE)

#AccelerateNotRemediate
Educational Recovery in America’s Schools
The Critical Role of Assessment in Understanding and Meeting Students’ Diverse Needs

Heather Hough
May 18, 2021
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.

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<thead>
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<tbody>
<tr>
<td>Prioritize building and nurturing relationships of mutual support and high expectations among students, families, and educators.</td>
<td>Identify the unique social, emotional, mental health, language, and academic needs of every student; develop plans to address those needs.</td>
<td>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.</td>
<td>Support educators to prioritize equity; racial, cultural, and linguistic relevance; rigor; and the highest priority standards in curriculum and instruction.</td>
<td>Lay the groundwork for long-term systemic transformation via collaboration and cocreation among racially, linguistically, and culturally diverse students, families, educators, and community partners.</td>
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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

Important considerations:
• Schools/districts should only collect data that is going to be 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:

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

www.reimaginecaschools.org
# Center relationships

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

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

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.

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| 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](#) |

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

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<td>Pair students with high-dosage tutoring and mentoring.</td>
<td>• Annenberg Institute EdResearch for Recovery report <a href="https://example.com">Accelerating Student Learning with High-Dosage Tutoring</a></td>
</tr>
<tr>
<td>Provide mental health supports.</td>
<td>• California School-Based Health Alliance <a href="https://example.com">California Student Mental Health Implementation Guide</a></td>
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<td>• California School-Based Health Alliance <a href="https://example.com">A California Guide to Sharing Student Health and Education Information</a></td>
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<td>• Substance Abuse and Mental Health Services Administration (SAMHSA) <a href="https://example.com">School Mental Health Referral Pathways Toolkit</a></td>
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<tr>
<td>Offer expanded learning opportunities.</td>
<td>• Partnership for Children and Youth report <a href="https://example.com">No Longer Optional: Expanded Learning in School Reopening</a></td>
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<tr>
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<td>• Policy Analysis for California Education <a href="https://example.com">Expanded Learning Partnerships report and planning tool</a></td>
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<tr>
<td>Staff up to support student reengagement.</td>
<td>• Alameda County Health Care Services Agency’s Center for Healthy Schools and Communities’ <a href="https://example.com">Coordination of Services Team Guide</a></td>
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A forthcoming [PACE](https://example.com) 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.

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| 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.

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<td>Create restorative restart and transformation teams so that this work is systematized and continues long term.</td>
<td>- Transcend Education <a href="https://example.com">Recovery to Reinvention</a>, a playbook of guidance and tools that school communities can use to complete a “Recovery to Reinvention Plan”</td>
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<td>- California School-Based Health Alliance <a href="https://example.com">Restorative, Trauma Informed Schoolwide Assessment</a></td>
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<td>- CASEL <a href="https://example.com">SEL Roadmap: Actions for a Successful Second Semester</a></td>
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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)

#AccelerateNotRemediate
Q & A

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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_c9IQLQKQCK1Y0vIfxJ3lw

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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)