June 4, 2020

Achievement Network + CAAASA Webinar

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Preparing for Academic Recovery: Diagnosing and Addressing Amplified Learning Loss

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ACHIEVEMENT NETWORK   Learning. Together.

Your Facilitators

Diana De los Santos
Oakland, CA

Diana De los Santos is a Managing Director of System Advising at ANet. Prior to joining ANet, Diana worked as the Director of Education at a Girls Who Code, a nationwide nonprofit that provides coding education to thousands of girls across the country each year. Before working in the nonprofit space, Diana worked as a teacher and instructional leader in several schools on the east coast. Diana majored in Mechanical Engineering at Harvard University and earned a masters degree in teaching from the Relay Graduate School of Education in New York City. Diana is now based in Oakland, California.

OUR MISSION

Achievement Network works **alongside** school leadership teams to strengthen their school-wide practice and culture of using learning standards and achievement data to get **breakthrough results** for students in underserved communities.

OUR EDUCATIONAL EQUITY VISION

A guarantee that educators engage all students with meaningful support that they need to reach and exceed a common standard through high-quality instruction.
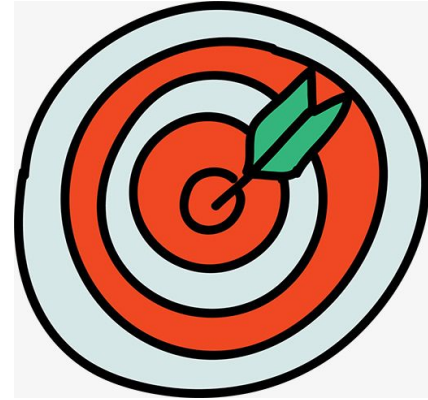
OUR COMMITMENT TO ANTI-RACISM

Prioritizing and advocating for the eradication of racist and oppressive systems and structures throughout the educational landscape by building culture, practices, and leadership skills that guarantee equitable instruction for all students.
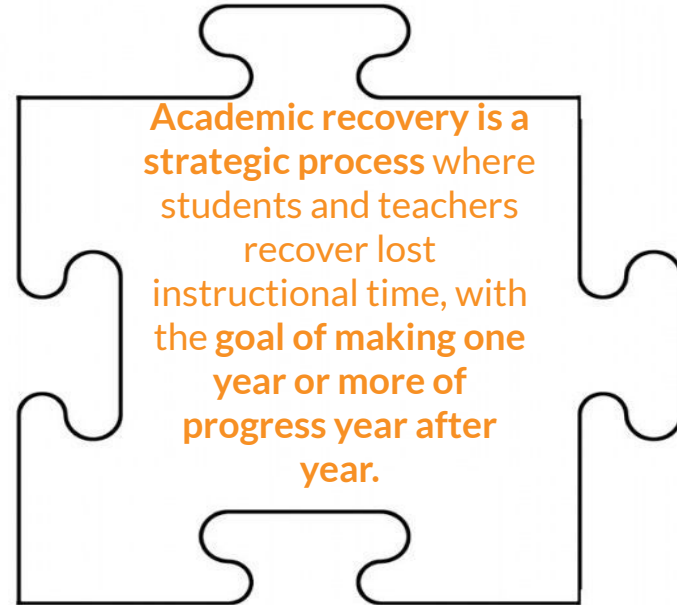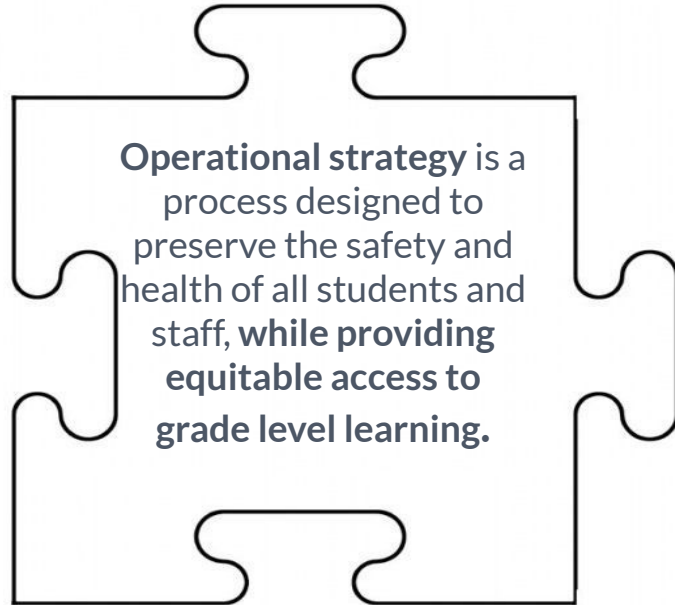
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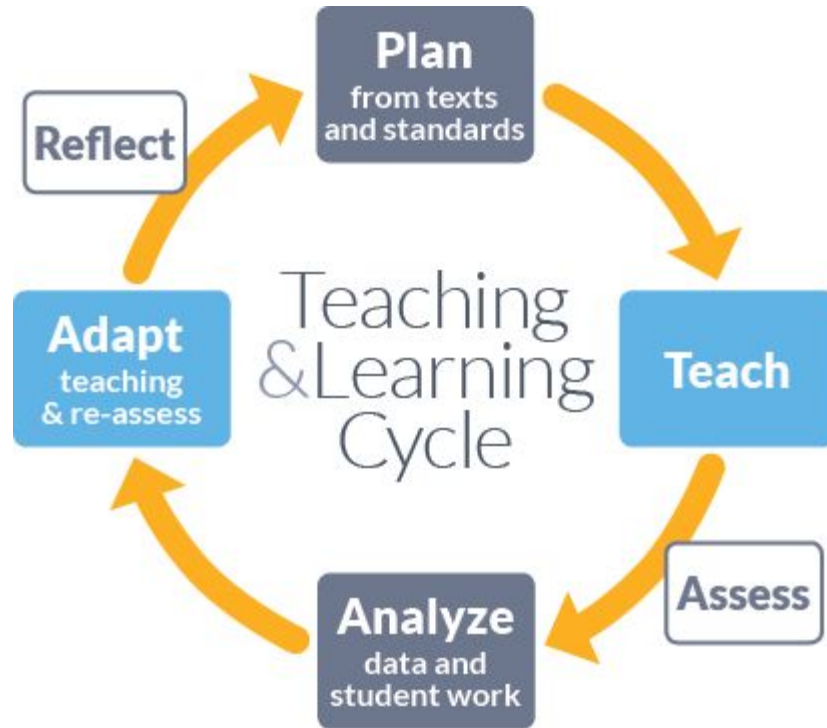
Today's objectives

- Share a process for setting a vision for academic recovery

- Name best practices related to initial and ongoing diagnosis of student learning

Reopening schools will necessitate operational & academic strategy

Operational strategy is a process designed to preserve the safety and health of all students and staff, **while providing equitable access to grade level learning.**

Academic recovery is a strategic process where students and teachers recover lost instructional time, with the **goal of making one year or more of progress year after year.**

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Superintendents Rising to the Challenge
School Year 20-2021 : A Considerations Model

Is Los Angeles County in DPH's PHASE 3 of Reopening?

No

Yes

No

Based on public health directives, can schools, for all students, employees & visitors...

1. Control interactions, including ingress/egress, hallway traffic?
2. Implement health and cleaning protocols? (e.g., temperature checks, PPE, sanitation, handwashing)
3. Provide adequate staffing to monitor health and to implement health and safety protocols (e.g., screening, supervision, first aid)?
4. Accommodate physical distancing requirements in classrooms and common areas, as outlined by the Los Angeles County Department of Public Health?
5. Provide school transportation services, including for students who receive special education, while meeting all physical distancing requirements and sanitation guidelines?
6. Provide food and nutrition services, while meeting all physical distancing and food safety requirements?

Yes

Based on the critical commitments to
a) family and community engagement
b) social-emotional support systems, have LEAs...

1. Executed a Community Listening Program to engage and capture Stakeholder Voice (e.g., surveys, focus groups, town halls) of staff, students, families, professional organizations and community partners?
2. Established necessary school-based mental health services?
3. Put behavior support systems and family engagement and support practices in place?
4. Conducted appropriate trauma-informed training for teachers and staff to help students and staff cope with emotional and mental health concerns?

Yes

Based on public health directives, can schools, IF AT A LOWER CAPACITY, for students, employees & visitors...

1. Control interactions, including ingress/egress, hallway traffic?
2. Accommodate physical distancing requirements in classrooms and common areas, as outlined by the Los Angeles County Department of Public Health?

And still...
3. Implement health and cleaning protocols? (e.g., temperature checks, PPE, sanitation, handwashing)
4. Provide adequate staffing to monitor health and to implement health and safety protocols (e.g., screening, supervision, first aid)?
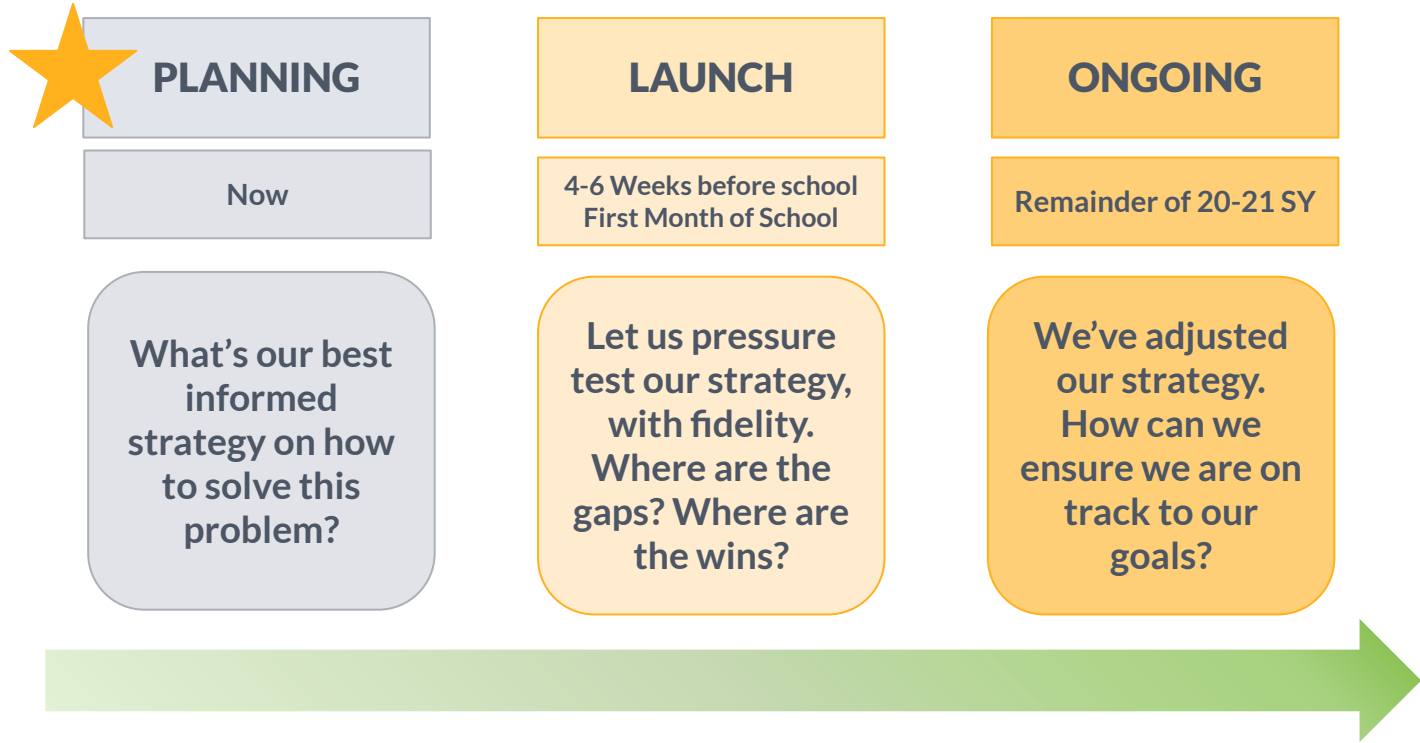5. Provide school transportation services, including for students who receive special education, while meeting all physical distancing requirements and sanitation guidelines?
6. Provide food and nutrition services, while meeting all physical distancing and food safety requirements?

Yes

Yes

Face to Face

Hybrid

Distance Learning

No

No

3 Phases of Academic Recovery

PLANNING	LAUNCH	ONGOING
Now	4-6 Weeks before school First Month of School	Remainder of 20-21 SY
What's our best informed strategy on how to solve this problem?	Let us pressure test our strategy, with fidelity. Where are the gaps? Where are the wins?	We've adjusted our strategy. How can we ensure we are on track to our goals?

CCSSO
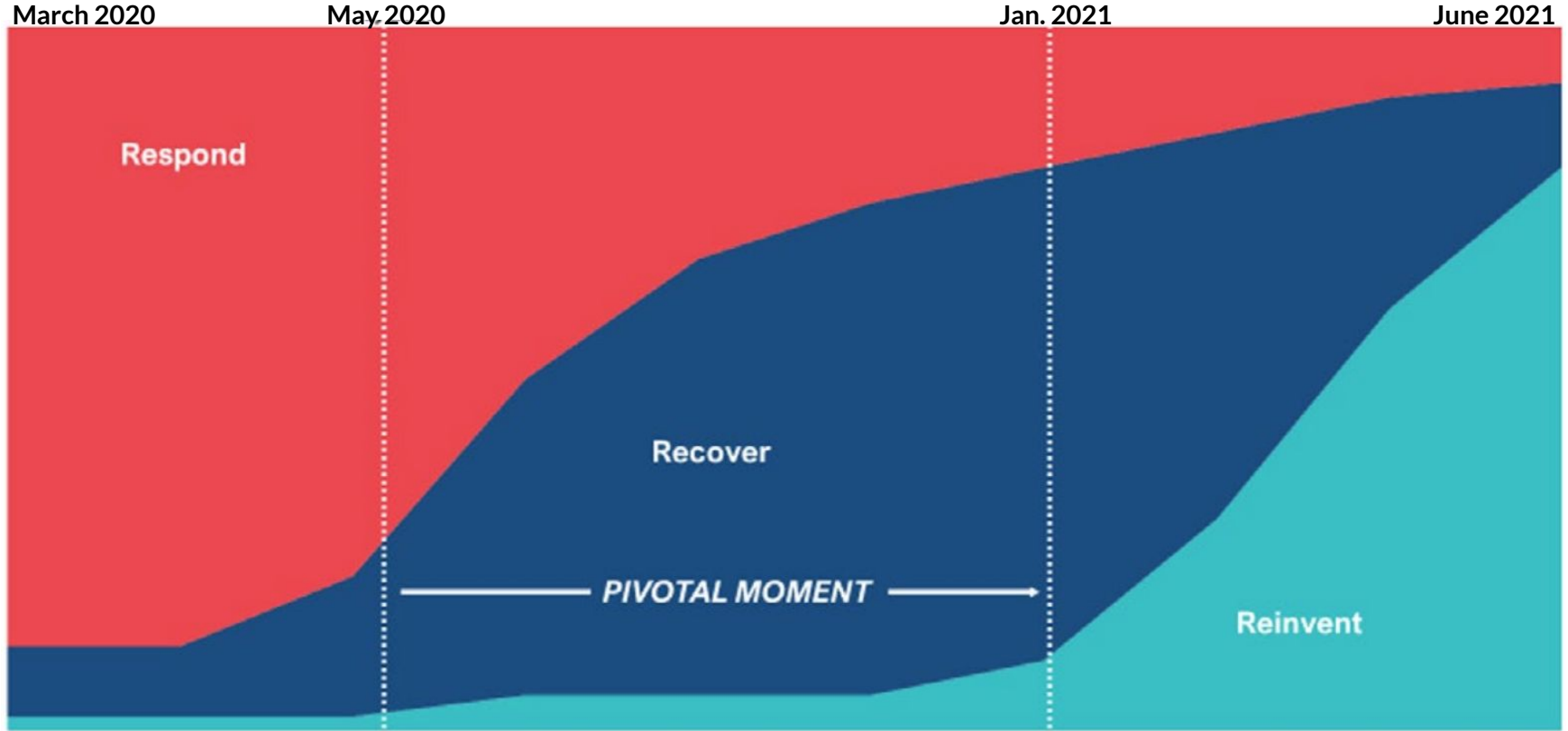Council of Chief State School Officers

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Effective academic recovery planning addresses amplified learning loss.

1 "**Unfinished Learning**" of content and skills that were previously introduced but not yet fully mastered.

2 "**Unfinished Teaching**" of this year's material

3 Natural learning loss due to a potentially **unstructured learning environment** for an extended period of time.

4 **Compounding impact** on vulnerable populations.

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Compounding impact on students who:

- Are experiencing increased economic challenges

- Have inequitable access to quality distance learning

- Who are multi-language learners

- Who have learning and attention differences

What's possible if schools use Recovery work as a foundation for Reinvention?

March 2020 | May 2020 | Jan. 2021 | June 2021

Respond

Recover

PIVOTAL MOMENT →

Reinvent

Transcend.org

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Our current reality & future possibilities

Students returning in the fall, particularly in early grades, are likely to retain about 70% of this year's gains in reading compared to a typical school year and less than 50% in math.

Kuhfeld, M. & Tarasawa, B. (2020). *The COVID-19 slide: What summer learning loss can tell us about the potential impact of school closures on student academic achievement*. NWEA.

".....it will be important to navigate the recovery phase in a way that builds the conditions, coherent vision, and relationships **necessary for reinventing those parts of their model that weren't serving students well** *before* **the crisis**."

Childress, Stacey. "Moving Beyond Education's Apollo 13 Moment: What's Next?" *Forbes*, 26 April 2020, website url.

In our response to this crisis, we have the opportunity *and* the responsibility to address underlying issues of racism and marginalization to provide more equitable instruction for all.

Learning loss impacts **every** student.

To address amplified learning loss, **we must operate differently**.

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IN THE CHAT

Where are there opportunities for reinvention within your system?

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Process for Effective, Student-Centered Academic Recovery Planning

Part 1: Diagnose and Set a Vision

Part 2: Set Your Approach

Part 3: Communicate, Execute, Reflect and Refine

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Academic Pillars

Purpose: Focus your team on high-leverage areas that you can strategically influence.

Overall Student Centered Goal:
Example: All students are well supported in making academic gains because they receive tailored instruction and feedback that is connected to grade-level expectations from a community of caring adults.

Pillar 1: Instructional Expectations	Pillar 2: Assessment and Data	Pillar 3: Communication and Engagement
What must happen to accelerate student learning?	*What **must** be true about the data you use? How does your use of data support your instructional expectations?*	*How can you drive equity by meaningfully engaging and responding to your community? How will you engage them in supporting your expectations for instruction and assessment?*

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Part 1: Diagnose and Set a Vision

1. **Start with hope:** put students at the center, and name what you must to accomplish for them

2. **Commit your power & influence:** Name your academic pillars, which will hold up your progress towards your goal.

3. **Seek to understand:** Return to data from your district to better understand the task at hand. Consider whether your goal or pillars need to change.

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Artifact - Academic Recovery Plan Template
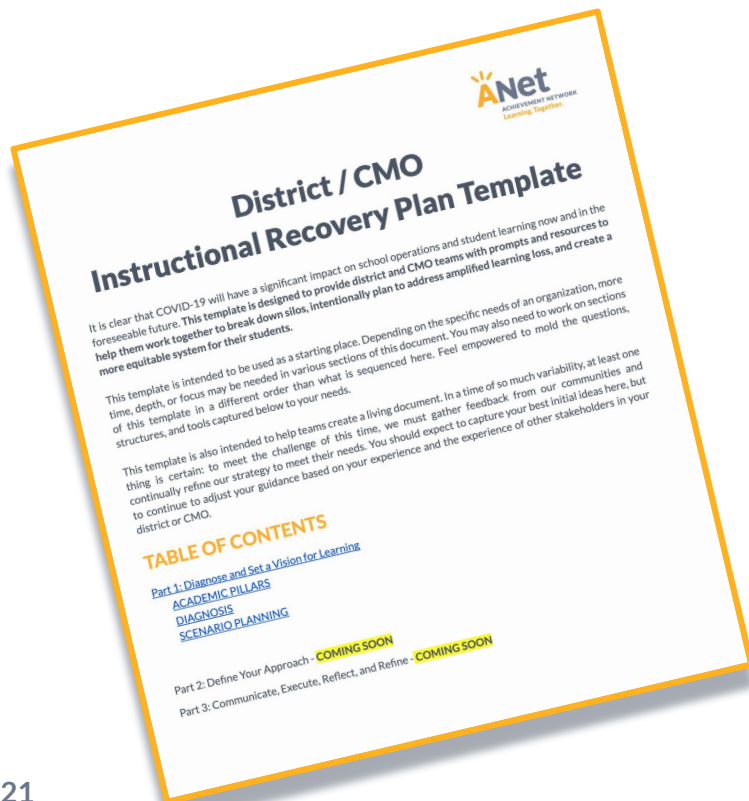
How might starting with students help shape a stronger plan?

What resonates with you in how this plan is structured?

What questions do you have?

Diagnosing Learning Loss:
Seek to Understand + Adjust

Diagnose and Set a Vision for Learning

- Seize the opportunity provided by this disruption to reflect - not just on the **immediate past, but also on historical successes and gaps in your system**.

- Lean into challenging conversations to uncover root cause issues.

Conduct a Holistic Diagnosis

District Culture

Community Experience

Family Experience

Student Experience and Outcomes

Leader Experience

Teacher Experience

Big question:

How has your district worked **to systematically** accelerate outcomes for students?

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Tips & Tools for Diagnosis that Advances Equity

- ☐ Orient to reinvention by thinking **beyond** the spring.

- ☐ Prioritize your strongest data sets - and then make them stronger by gathering robust **qualitative data.**

- ☐ Disaggregate data across lines of difference, and not just for students and families. Consider differences in your educator population as well.

- ☐ Dedicate time for effective diagnosis, and bring together diverse perspectives to make sense of the data.

TOOLKIT

ANet Instructional Recovery Plan Template - Pages - 6

Pivot Learning + UnboundEd - Equitable Learning Recovery Toolkit

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3 Phases of Academic Recovery

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Let's get all of the information we need about our students...

...while using as little instructional time as possible to do it.

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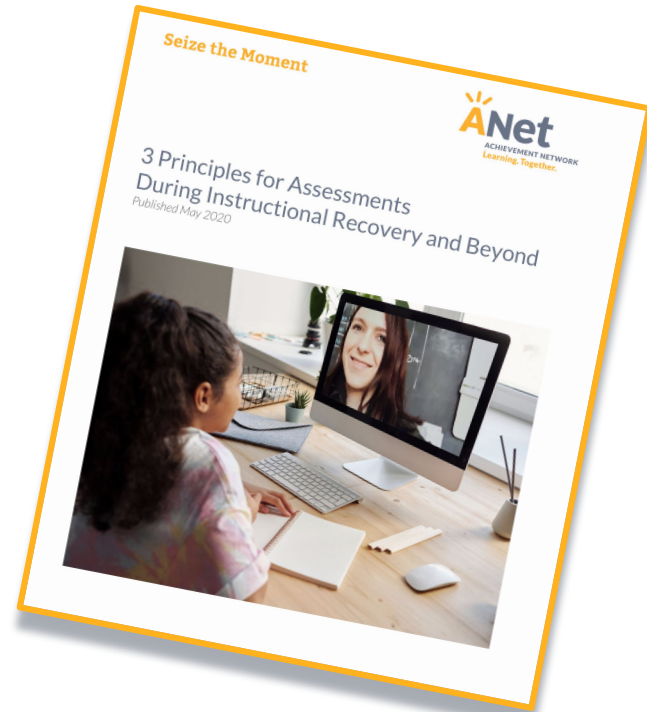
ANet's 3 guiding principles for a strong assessment system

1 Establish a **tiered approach** to collecting data

2 Prioritize data close to **instruction**

3 Use data to increase **student** and **family engagement**

Seize the Moment

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3 Principles for Assessments During Instructional Recovery and Beyond
Published May 2020

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1 Establish a **tiered approach** to collecting data

Start by identifying what prioritized data you need for *all*, *some*, and *a few* of your students.

	DATA and ASSESSMENT	REFLECT	TAKE ACTION
All	A **short diagnostic or screener** that focuses on major learnings from prior grades and provides specific information about student strengths and areas of need	Do our students have the necessary prerequisite knowledge to access upcoming grade level content? What specific strengths and areas of need do we notice?	Consider giving students more time on core academic content, as needed. And ensure it is done '*just in time*' as opposed to a blanket review.
Some	For some students whose diagnostic results indicated they were furthest from grade level standards, administer a **numeracy screener**.	Are there other foundational needs to be aware of? What targeted instructional resources can we provide?	Leverage **interventionists** to support building foundational skills.
A few	For a few students who may be most at-risk because academic data indicate they were greatly impacted by COVID-19, administer a more holistic needs assessment, such as an **interview.**	Are there other supports, social-emotional resources, or engagement or connection opportunities that students need?	Allocate additional staff to connect with students who are not engaging in virtual or in-person learning.

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1 Establish a **tiered approach** to collecting data

Equity Alert: Tracking & Overtesting

Data should never serve as a gatekeeper to grade-level content, and using a tiered approach to data collection should not mean our most marginalized students are given the most tests, *nor the least amount of time with grade-level material.*

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2 Prioritize data close to **instruction**

Ensure every assessment given and data report analyzed connects to a clear action a teacher or leader can take to support student learning.

Can a teacher use this next week?

If not, consider whether the assessment is worth giving.

Some data sources close to instruction are:

Curriculum-embedded assessments	In-lesson CFUs & exit tickets	*New!* ANet diagnostics (more on this later)

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3 Use data to increase **student** and **family engagement**

Focus on feedback rather than formal assessment.

"What we need now is data that does two things:

1- Gives families a line of sight into how their students are doing relative to grade level content.

2 - Gives teachers a line of sight into how they can supports students instructionally so they can be successful with grade level content."

Jill Cowart
Assistant Superintendent of Academic Content
Louisiana Department of Education

Elements of Strong Feedback

Timely   Delivered close enough to the completion of the assignment to feel relevant.

Specific   Feedback is non-judgmental and targeted to an area of recent learning. It is clear and actionable.

Consistent   It builds on past feedback by acknowledging where students have or have not progressed.

Engaging   It builds a shared understanding of high-quality work (e.g. sharing exemplar responses or rubrics), and in doing so it supports an investment in why high-quality work matters.
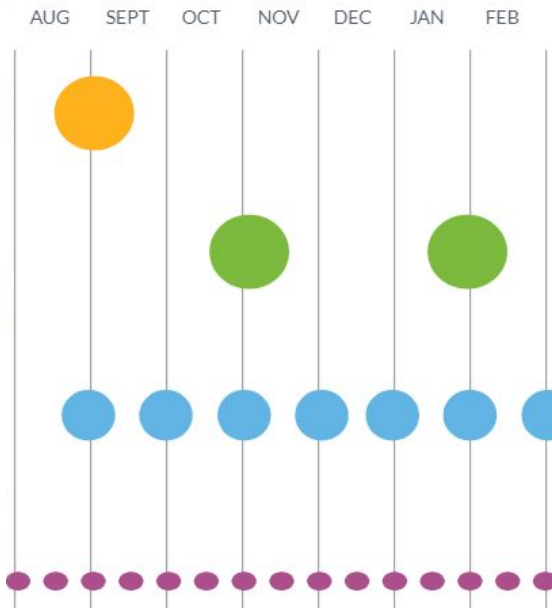
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Pulling it all together

Beginning-of-year data for *all* students

Quarterly progress checks for *all* students

Monthly data reviews with a particular focus on *some* students

Weekly data reviews with an intensive focus on a *few* students

AUG   SEPT   OCT   NOV   DEC   JAN   FEB

IN THE CHAT

What structures must be in place to make this a reality?

What learning must occur for educators to make this a reality?

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ANet's Suite of Assessments

✓ **Diagnostic assessments in ELA and math**, enabling teachers to precisely gauge amplified learning loss of content that may not have been learned or taught.

✓ **Interim assessments (NEW abbreviated versions)** ensuring teachers can identify content students have learned or mastered as instruction progresses.

✓ **Ongoing assessment flexibility via our Quiz Tool**, enabling teachers to quickly and informally assess student learning across virtual or in-person settings.
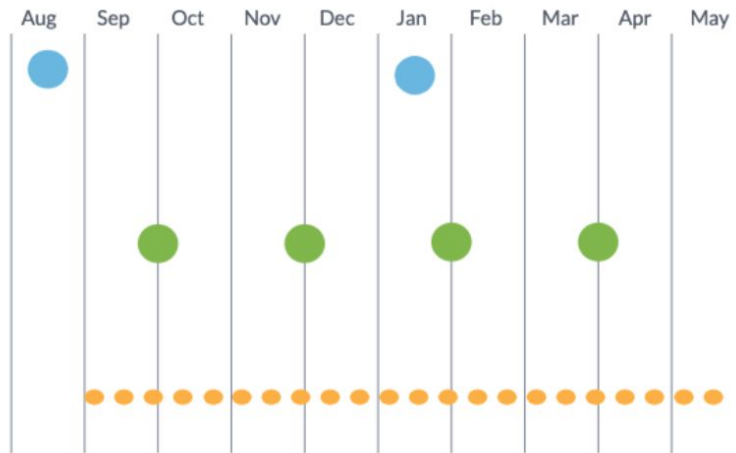
Question & Answer Time

Closing

Key Ideas

1. Seize the moment by orienting towards reinvention over simple reentry.
2. Start with making strategic commitments to students.
3. Ensure your diagnosis starts in the summer, but continues through the year.

We'd love to work with your school or district!

Contact us to learn more:

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