

ACCELERATING LEARNING

# Using Assessments to Determine Student Needs

#AccelerateNotRemediate



May 18, 2021

# 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



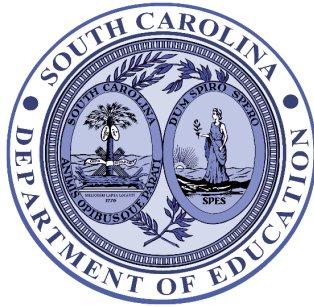
**Molly Spearman**

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

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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

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Creativity and innovation

Critical thinking and problem solving

Collaboration and teamwork

Communication, information, media and technology

Knowing how to learn

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## LIFE AND CAREER CHARACTERISTICS

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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

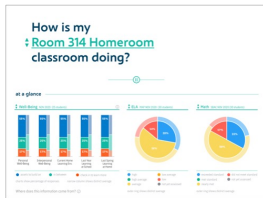
# How are Students Doing?

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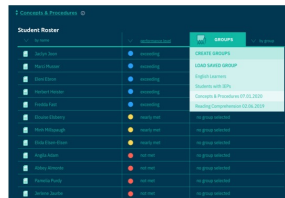
- Interim ELA and math assessment data enables the quick examination of the effect and recovery, for:



- What is Rally?
  - A set of interactive tools



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

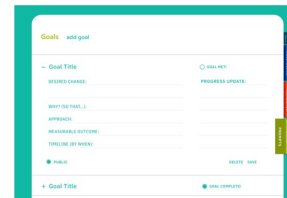


Student Register

Student	Status	Notes
John Doe	Working	Working on goal
Jane Smith	Completed	Completed goal
Michael Johnson	Working	Working on goal
Emily White	Completed	Completed goal
David Brown	Working	Working on goal
Sarah Green	Completed	Completed goal
James Black	Working	Working on goal
Olivia Grey	Completed	Completed goal
Lucas Blue	Working	Working on goal
Isabella Pink	Completed	Completed goal
Ethan Purple	Working	Working on goal
Sophia Yellow	Completed	Completed goal

Grouping feature to accelerate skills and organize class activities

Grouping feature to accelerate skills and organize class activities



Goals add goal

Goal Title

ASSIGNED PERSONS

WHAT DO THEY...?

APPROACH

RELEVANT SKILLS

REMARKS OR NOTES

STATUS

Goal Title

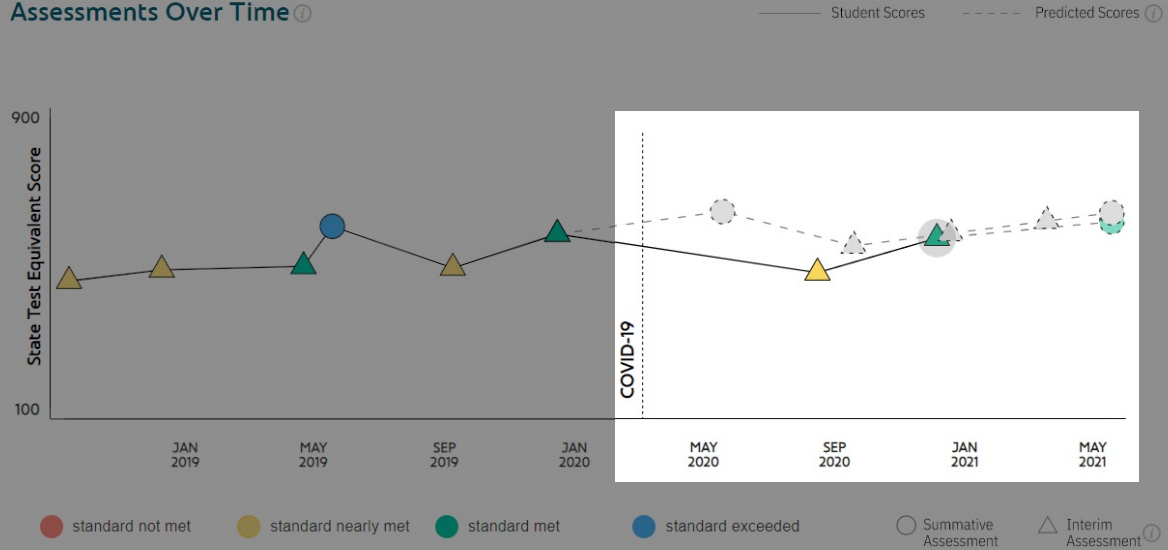
BOOK COMPLETE

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

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

## 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





RICHLAND  
SCHOOL DISTRICT  
**TWO**

Accelerating  
Learning



- 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)



# 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



- 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

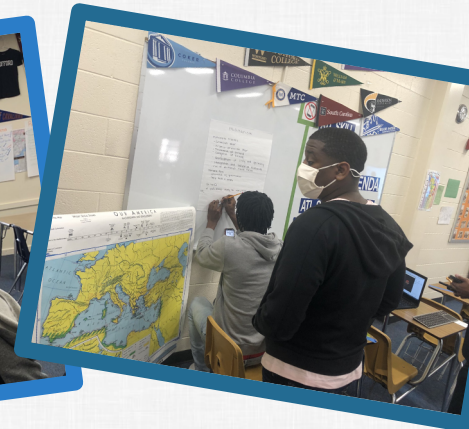
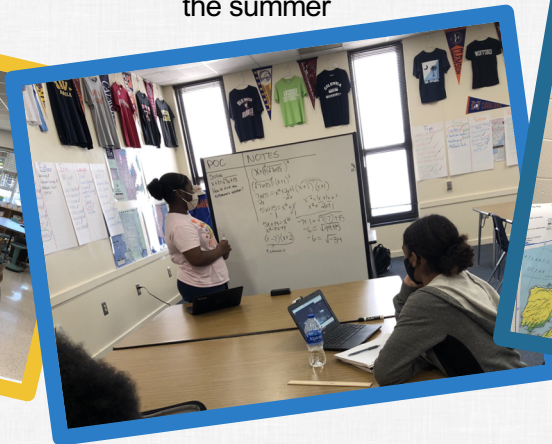


Assessments that are not tied to grade level standards will be important in finding each student's zone of proximal development



# 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)





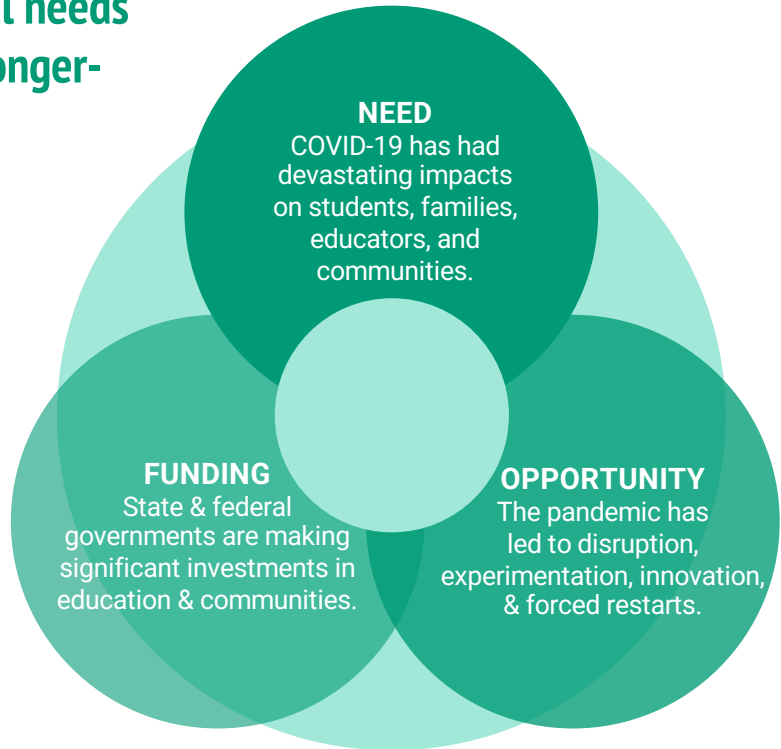
# Educational Recovery in America's Schools

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



# 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.



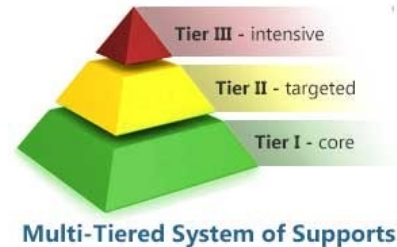
## 5. Empower Teams to Reimagine & Rebuild Systems

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



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:

<p><b>Time</b></p> <ul style="list-style-type: none"><li>•Regular time for teachers in grade- and subject-level teams to analyze and interpret student data together to inform their instructional planning</li><li>•Regular time for school teams to review student data, evaluate the efficacy of interventions, and revise plans.</li></ul>	<p><b>Talent</b></p> <ul style="list-style-type: none"><li>•School-level data lead</li><li>•School-level family engagement coordinators to engage the community in student surveys and screeners</li><li>•District-level data analyst(s)</li><li>•Team lead(s) for developing and implementing individualized plans for student support</li></ul>
<p><b>Training</b></p> <ul style="list-style-type: none"><li>•Professional development in data analysis and use</li><li>•Professional development in screening for student needs and protocols for response</li></ul>	<p><b>Technology/Materials</b></p> <ul style="list-style-type: none"><li>•Wellness screener system, administration, and scoring</li><li>•Formative assessment systems for students in different grade levels and subjects</li></ul>

# 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 educational leaders plan for a restorative restart and build toward system transformation at [www.reimaginecaschools.org](http://www.reimaginecaschools.org).



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

[www.reimaginecaschools.org](http://www.reimaginecaschools.org)

# 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	<ul style="list-style-type: none"><li>● <a href="#">Parent Teacher Home Visit</a> tools and resources</li><li>● National Equity Project <a href="#">Cultural Synchronization Questions</a> to ask student in an informal 1:1</li><li>● National Equity Project <a href="#">three components of a Learning Partnership</a></li></ul>
Create dedicated time and space for relationship building and reengagement.	<ul style="list-style-type: none"><li>● Turnaround for Children <a href="#">Strategies to Build Relationships with Students</a></li></ul>
Implement positive and restorative discipline practices.	<ul style="list-style-type: none"><li>● CASEL <a href="#">Developing Schoolwide Norms</a></li><li>● Schott Foundation <a href="#">Restorative Practices: Fostering Healthy Relationships &amp; Promoting Positive Discipline in Schools</a></li><li>● Center for Restorative Process <a href="#">ideas for circles that help build trust, positive feelings, and a sense of belonging within the classroom community</a></li></ul>

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
<p>Conduct regular student wellness screenings.</p>	<ul style="list-style-type: none"> <li>• <a href="#">National Center on Intensive Intervention</a> listing of screening tools it has evaluated</li> <li>• SAMHSA <a href="#">Ready, Set, Go: Screening for Behavioral Health Risk in Schools</a></li> <li>• PACE policy brief <a href="#">Evidence-Based Practices for Assessing Students' Social and Emotional Well-Being</a></li> </ul>
<p>Assess student learning and review data on attendance, engagement, grades, and stakeholder perceptions about school conditions and climate.</p>	<ul style="list-style-type: none"> <li>• Pivot Learning and UnboundEd <a href="#">Equity Reset Toolkit</a>, resources for creating a data-driven equitable education recovery plan</li> <li>• Center on Reinventing Public Education (CRPE) report <a href="#">Learning as We Go: Principles for Effective Assessment During the COVID-19 Pandemic</a></li> <li>• California <a href="#">School Conditions and Climate Work Group Recommendation Framework</a></li> <li>• Attendance Works <a href="#">Pathways to Engagement: A Toolkit for Covid-19 Recovery Through Attendance</a></li> </ul>
<p>Create an action plan to meet the individualized whole-child needs of every student.</p>	<ul style="list-style-type: none"> <li>• California <a href="#">MTSS resources</a></li> <li>• <a href="#">California College Guidance Initiative</a></li> </ul>

# 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.	<ul style="list-style-type: none"><li>• Annenberg Institute EdResearch for Recovery report <a href="#">Accelerating Student Learning with High-Dosage Tutoring</a></li></ul>
Provide mental health supports.	<ul style="list-style-type: none"><li>• California School-Based Health Alliance <a href="#">California Student Mental Health Implementation Guide</a></li><li>• California School-Based Health Alliance <a href="#">A California Guide to Sharing Student Health and Education Information</a></li><li>• Substance Abuse and Mental Health Services Administration (SAMHSA) <a href="#">School Mental Health Referral Pathways Toolkit</a></li></ul>
Offer expanded learning opportunities.	<ul style="list-style-type: none"><li>• Partnership for Children and Youth report <a href="#">No Longer Optional: Expanded Learning in School Reopening</a></li><li>• Policy Analysis for California Education <a href="#">Expanded Learning Partnerships report and planning tool</a></li></ul>
Staff up to support student reengagement.	<ul style="list-style-type: none"><li>• Alameda County Health Care Services Agency’s Center for Healthy Schools and Communities’ <a href="#">Coordination of Services Team Guide</a></li></ul>

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.	<ul style="list-style-type: none"> <li>• <a href="#">EdReports</a> on educator-reviewed curriculum materials</li> <li>• NYU Metro Center <a href="#">Culturally Responsive Curriculum Scorecards</a> designed to help stakeholders determine the extent to which curricula are culturally responsive</li> <li>• Anti-Defamation League (ADL) <a href="#">collection of children's and YA books</a> about identity, diversity, bias, and social justice</li> </ul>
Advance racial equity in teaching.	<ul style="list-style-type: none"> <li>• <a href="#">Learning for Justice</a> professional learning workshops</li> <li>• New America <a href="#">Culturally Responsive Teaching: A Reflection Guide</a></li> <li>• Anti-Defamation League <a href="#">Anti-Bias Tools &amp; Strategies</a></li> <li>• The Education Trust–West and other California partners' <a href="#">A Pathway to Equitable Math Instruction</a> resources and guidance to support Black, LatinX, and multilingual students to thrive in grades 6–8</li> </ul>
Offer students choice and voice in their learning.	<ul style="list-style-type: none"> <li>• Learning for Justice <a href="#">lesson on pandemic pedagogy</a> and <a href="#">teaching about race and ethnicity and bias</a></li> <li>• Students at the Center report <a href="#">Motivation, Engagement, and Student Voice</a></li> </ul>
Focus on priority standards and lessons to support student learning.	<ul style="list-style-type: none"> <li>• Teaching Lab <a href="#">Accelerating Learning when Students Return to School</a></li> <li>• Rennie Center <a href="#">Assessing Grade-Level Content Action Guide</a></li> <li>• Carnegie Corporation <a href="#">How to Accelerate Learning</a></li> <li>• Achieve the Core <a href="#">Priority Instructional Content in English Language Arts/Literacy and Mathematics</a></li> </ul>

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.	<ul style="list-style-type: none"><li>• Transcend Education <a href="#">Recovery to Reinvention</a>, a playbook of guidance and tools that school communities can use to complete a “Recovery to Reinvention Plan”</li><li>• California School-Based Health Alliance <a href="#">Restorative, Trauma Informed Schoolwide Assessment</a></li><li>• CASEL <a href="#">SEL Roadmap: Actions for a Successful Second Semester</a></li></ul>

*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\\_c9IQTLQKQCK1Y0vlfxJ3lw](https://us02web.zoom.us/webinar/register/WN_c9IQTLQKQCK1Y0vlfxJ3lw)

#AccelerateNotRemediate

## Panelists:

- **Valerie Bridges**  
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- **Desiree Carver-Thomas**  
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Learning Policy Institute
- **Damaris Rau**  
Superintendent, Lancaster  
School District (Pennsylvania)
- **Dave Schuler**  
Past President of AASA, The  
Superintendents Association  
(moderator)