



NEWS

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NEWSLETTER

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Latest News from the Director

As we near the midpoint of a school year like none before, I'm inspired by the work educators are doing to reinvent schooling day by day. We at REL Mid-Atlantic have looked for opportunities to assist in that work at the levels of policy and practice by, for example, predicting how different school operational approaches might affect the spread of COVID-19 in schools, exploring possibilities for reimagining accountability measures during remote and hybrid instruction, and identifying culturally responsive practices to promote equity in remote instruction. Meanwhile, we have continued to address various analytic needs around the region likely to remain relevant even beyond the school year. I hope you'll find that some of our recent reports, infographics, blog posts, and webinars can inform your work now and in the future.

Brian Gill

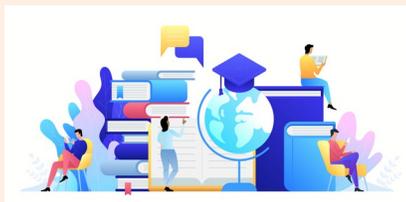
Director, REL Mid-Atlantic

Webinars



[Re-thinking Education Accountability Systems in Light of COVID-19](#)

Education leaders contemplating how to measure students' and schools' performance under COVID-19 can check out [our recent webinar](#) reviewing the short-term and long-term impact of the pandemic on accountability measures. Panelists discussed how states and districts could consider refining their accountability systems as a result of this highly unusual school year. [Read this blog post](#) for more on the alternative accountability measures highlighted.



[Integrating Culturally Responsive Data Literacy into Schools and Classrooms](#)

National experts on data literacy and cultural competence weigh in on how school districts can support teachers and administrators to build their capacity for fusing data and culturally responsive practices. [Watch](#) a recording of this webinar to learn about tools and strategies to develop and integrate these skills in schools and classrooms.

Reports, Blogs, Infographics



[Do School Accountability Systems Mask the Poor Performance of Students with Disabilities in Elementary and High Schools?](#)

In some states, middle schools are especially likely to be identified for Targeted Support and Improvement because of low performance from students with disabilities. Working with data from two partner mid-Atlantic states, we found that students with disabilities tend to have similarly low performance in elementary, middle, and high school grades—but that middle schools are more often designated for Targeted Support and Improvement simply because they tend to have more state test results from students with disabilities and therefore more often meet the minimum threshold for inclusion in school accountability calculations. Learn what the evidence revealed in this [infographic](#), [blog post](#), and [report](#).



[Teacher Turnover and Access to Effective Teachers in the School District of Philadelphia](#)

Every year in the School District of Philadelphia, 25 percent of teachers leave their schools. In this new [report](#), learn about the factors related to teacher turnover and how students' access to effective teachers varies between and within schools. Check out this [blog post](#) and [infographic](#) to better understand teacher turnover and how effective teachers were distributed across the district.



[Play and Learn: Effectiveness of Play as a Teaching Strategy in the Early Grades](#)

Is play an effective strategy to promote students' learning in pre-kindergarten to grade 3? [Learn how evidence sheds light](#) on the role of play in learning as well as what steps the education community can take to help generate needed evidence.



[Three Steps for Using Culturally Responsive Practices to Support Equity During Remote Learning](#)

Educators can use [three key steps](#) to make educational outcomes more equitable during remote learning. This is the third and final blog post in a series examining equity and culturally responsive practices during the COVID-19 pandemic.

Videos



[Partners in Pandemic: Planning to Reopen Schools with the Pennsylvania Department of Education](#)

In this [short video](#), Adam Schott, special assistant to the secretary at the Pennsylvania Department of Education, discusses how REL Mid-Atlantic partnered with the state to provide research-based guidance on how to reopen schools. Read the [related blog](#).

Virtually Out and About

The [Association for Public Policy Analysis & Management](#) and the [National Rural Education Association](#) joined the growing number of groups that are holding their events virtually this year. Check out our recent presentations at their fall conferences:

- Education leaders who would like to track their progress in developing social and emotional competencies might want to [check out our virtual presentation](#) on work with the District of Columbia Public Schools.
- If you're involved in developing a school climate survey, [find out more](#) about this research–practice partnership to develop an overall index of climate for each school in Maryland.
- A cross-REL panel of experts on [educator recruitment and retention](#) in rural states discusses strategies and a tool that states and districts can use to predict and address educator shortages.

Please reach out anytime to RELmidatlantic@mathematica-mpr.com to share your ideas about important issues the REL Mid-Atlantic could address; request free training, coaching, or technical support; or ask questions about how we can help you in your work.



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