# Tools You Can Use to Address Student Learning Needs

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# Acknowledgement and disclaimer

Information and materials for this presentation are supported by IES/NCEE's Regional Educational Laboratory Southeast at Florida State University (Contract ED-IES-17-C-0011) as resources and examples for the viewer's convenience. Their inclusion is not intended as an endorsement by the Regional Educational Laboratory Southeast or its funding source, the Institute of Education Sciences.

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# Agenda

- Welcome and introductions
- Overview of SWSS and Charter System Process and Performance Contract Targets
- National trends in student learning after COVID-19
- A Toolkit for Assessing Learning Changes After Spring 2020 COVID-19 School Closures
- Research Synthesis and Action Planning Template
- Next steps and wrap up

# Welcome and Introduction

# Meet the Presenters

Jameela Conway-Turner, PhD

*Senior Researcher*
*REL Southeast*

# Meet the Presenters

Allen Mueller

*Director*
*District Flexibility and Charter Schools Division*
*Georgia Department of Education*

# Meet the guest speakers.

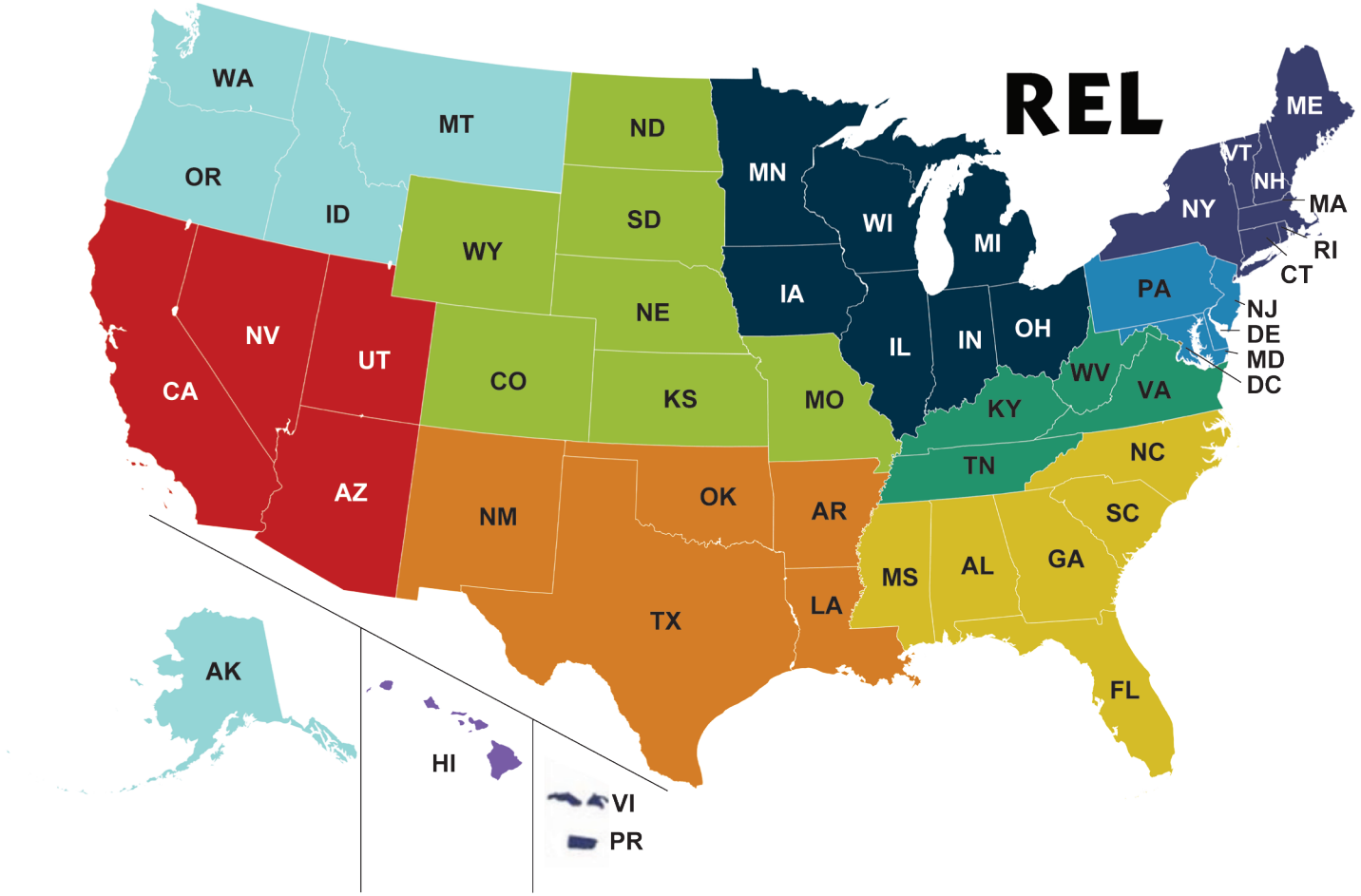
Dominique Bradley, PhD

*Researcher*
*REL Midwest*

Susan Burkhauser, PhD

*Researcher*
*REL Midwest*

# Regional Educational Laboratories




- Appalachia
- Central
- Mid-Atlantic
- Midwest
- NE & Islands
- NW
- Pacific*
- SE
- SW
- West

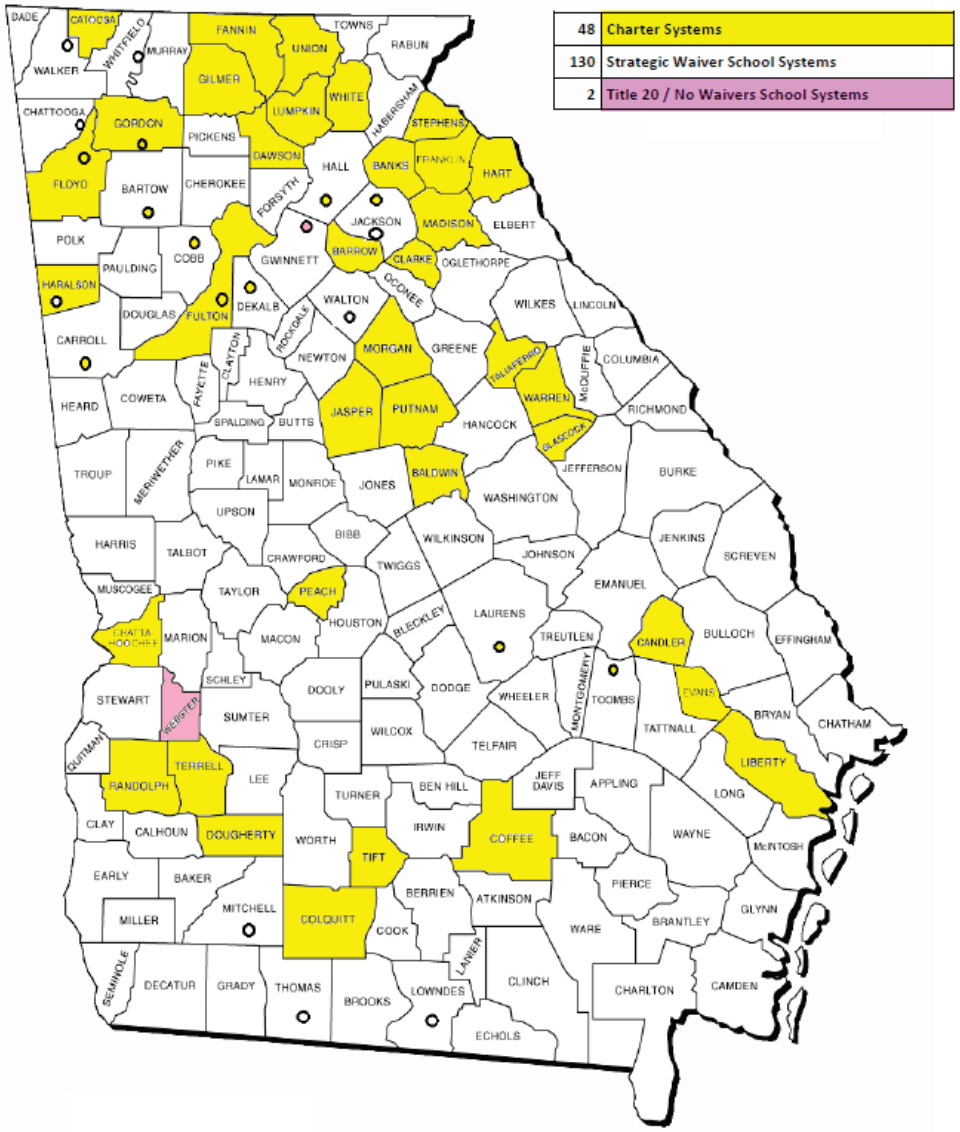
* The Pacific Region contains Hawaii, pictured on the map, and American Samoa, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, & Yap), Guam, the Republic of the Marshall Islands, & the Republic of Palau, not pictured on the map.

# Types of support Regional Education Laboratory (REL) Southeast offers

- **Applied research studies** that address partnerships' research questions
- **Events** that support the dissemination and understanding of existing research
- **Workshops** that support the use of data and research
- **Coaching** that supports the use of data and research
- **Technical support** such as survey, interview, or observation protocol development; literature reviews; or tool development
- **Reviews of studies and interventions** to determine level of evidence to support ESSA implementation
- **Ask A REL** annotated bibliographies produced in response to stakeholder questions

# Overview of SWSS and Charter System Process and Performance Contract Targets

# SWSS and Charter System Update




Updated as of 06-22-2020

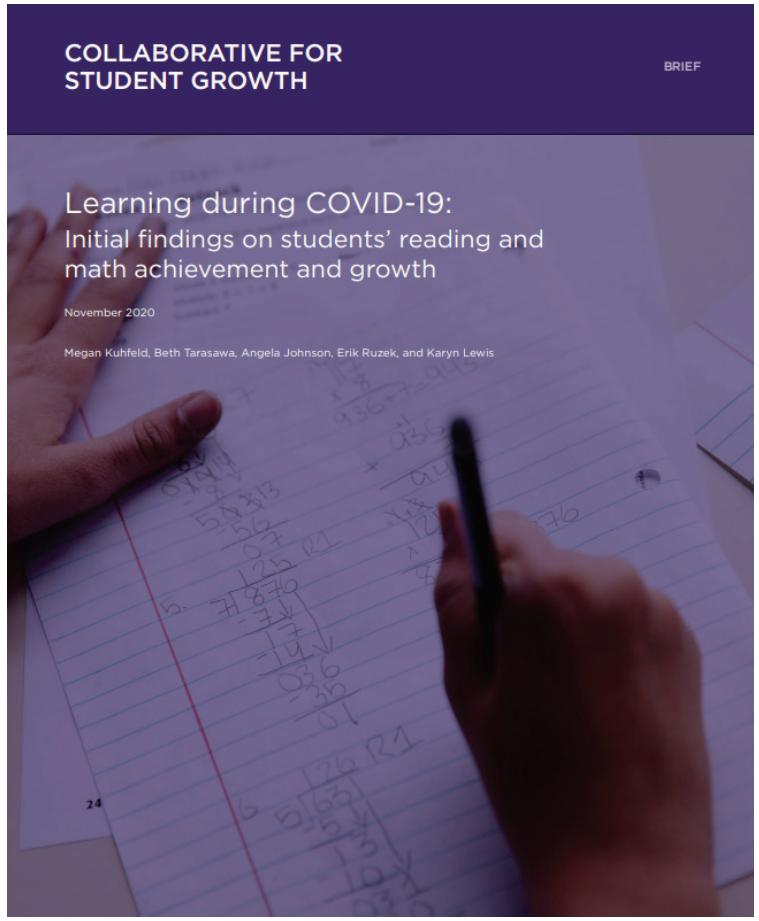
# Current SWSS and Charter System Processes

- What is next for the waiver program?
- How the pandemic has affected services.
- How the pandemic has affected how the flexibilities/waivers are working in the districts.

# National trends related to changes in student learning after COVID-19

# In the fall of 2020, students in grades 3-8 performed lower in math compared to fall 2019

- Student test scores in reading of fall 2020 were similar to test scores in fall 2019
- Student test scores in math of fall 2020 were lower than fall 2019
- Students showed some growth in reading and math
  - Growth in math was lower than in a typical year
- Student groups especially vulnerable to the impacts of the pandemic were more likely to be missing from available data



McKinsey & Company

Public & Social Sector Practice

# COVID-19 and learning loss—disparities grow and students need help

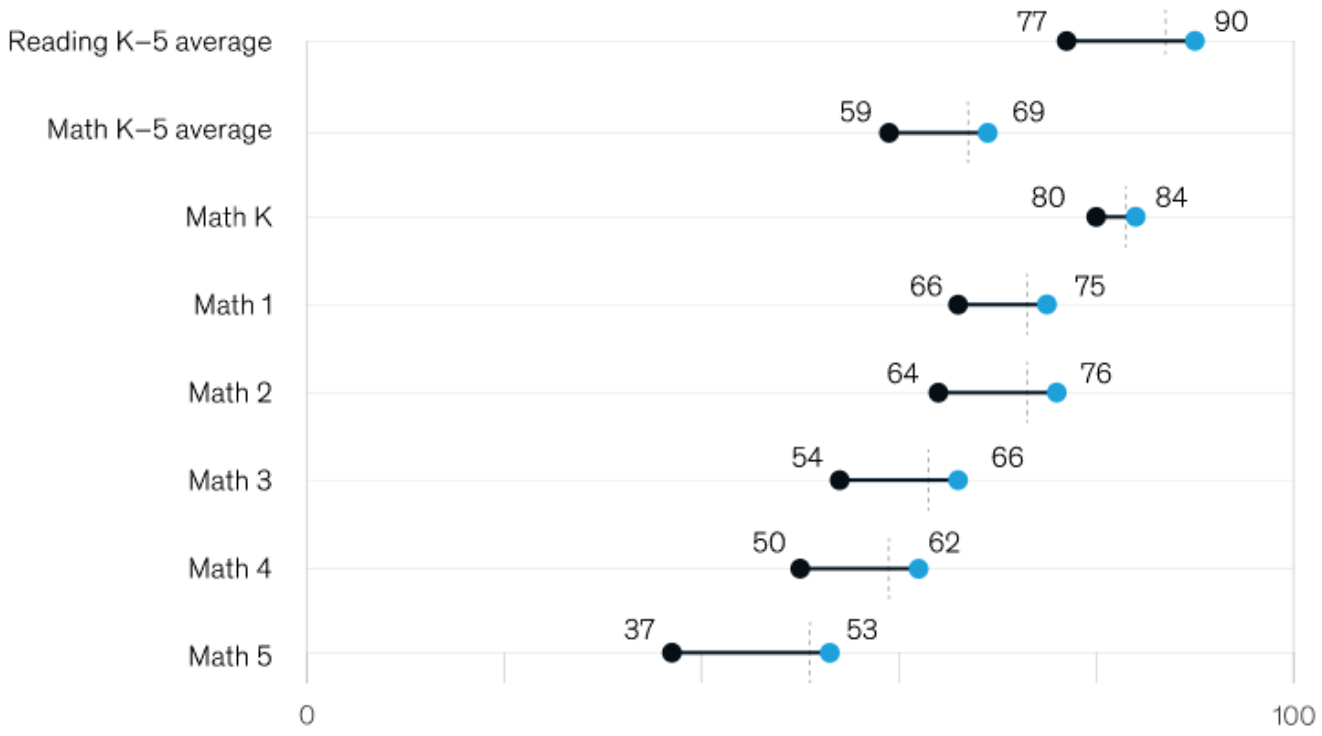
The pandemic has set back learning for all students, but especially for students of color. Evidence-based acceleration approaches can help.

*by Emma Dorn, Bryan Hancock, Jimmy Sarakatsannis, and Ellen Viruleg*

December 2020

## Most students are falling behind, but students of color are faring worse.

**Amount students learned in the 2019–20 school year,** % of historical scores[1]



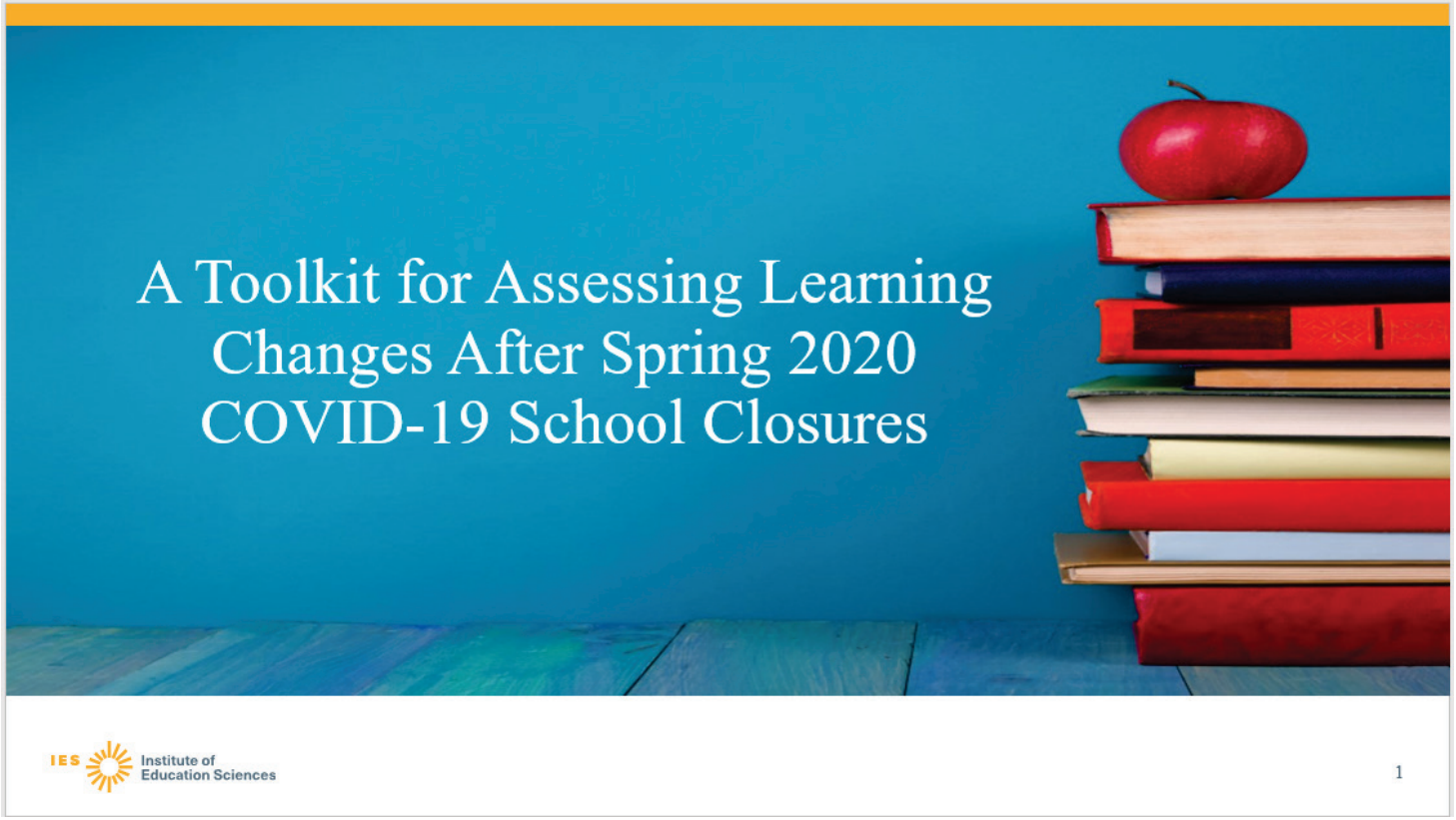

[1]Percent of an "average" year of learning gained by students in 2019–20 school year, where 100% is equivalent to historical matched scores over previous 3 years.
Source: Curriculum Associates

https://www.mckinsey.com/industries/public-and-social-sector/our-insights/covid-19-and-learning-loss-disparities-grow-and-students-need-help

# A Toolkit for Assessing Learning Changes After Spring 2020 COVID-19 School Closures

# A toolkit for assessing learning changes

This toolkit was developed in partnership with REL Midwest and the Ohio Department of Education in fall 2020.



# Introduction: Key terms used in this toolkit

- **Pre-COVID-19** refers to the period before public school buildings closed in spring 2020 in response to the COVID-19 pandemic.
- **Post-COVID-19** refers to the period after public school buildings closed in spring 2020 in response to the COVID-19 pandemic.
- **Learning changes** refer to the difference between expected and actual scores on standardized assessments, where actual scores are meaningfully different.
- **Remote learning** refers to instruction taking place outside the traditional school setting, when both the learner and the educator are separated by time and/or distance. Remote learning can include either digital or analog approaches.

# Toolkit overview

This toolkit is a step-by-step guide for districts that want to:

- learn where **learning changes** may have occurred;
- learn about the **needs and experiences** of students, families, and staff;
- understand how to use that knowledge to **inform decisionmaking**; and
- **identify next steps** for future analysis and planning.

# How is this toolkit useful to me?

- The toolkit can be used at the district or school level to identify where differential learning changes have occurred.
- The toolkit can be used to better understand which student groups need more support and in what areas, such as reading and language arts.

# Who should use this toolkit?

- The toolkit offers guidance to conduct two types of analytic approaches:
  - Quantitative analysis of existing student assessment data to assess where learning changes occur, and in what student groups they occurred.
  - Qualitative data collection and analysis to understand student, family, and staff needs and experiences.

# Toolkit organization

**Introduction:** Who should use this toolkit and for what purposes

**Modules**

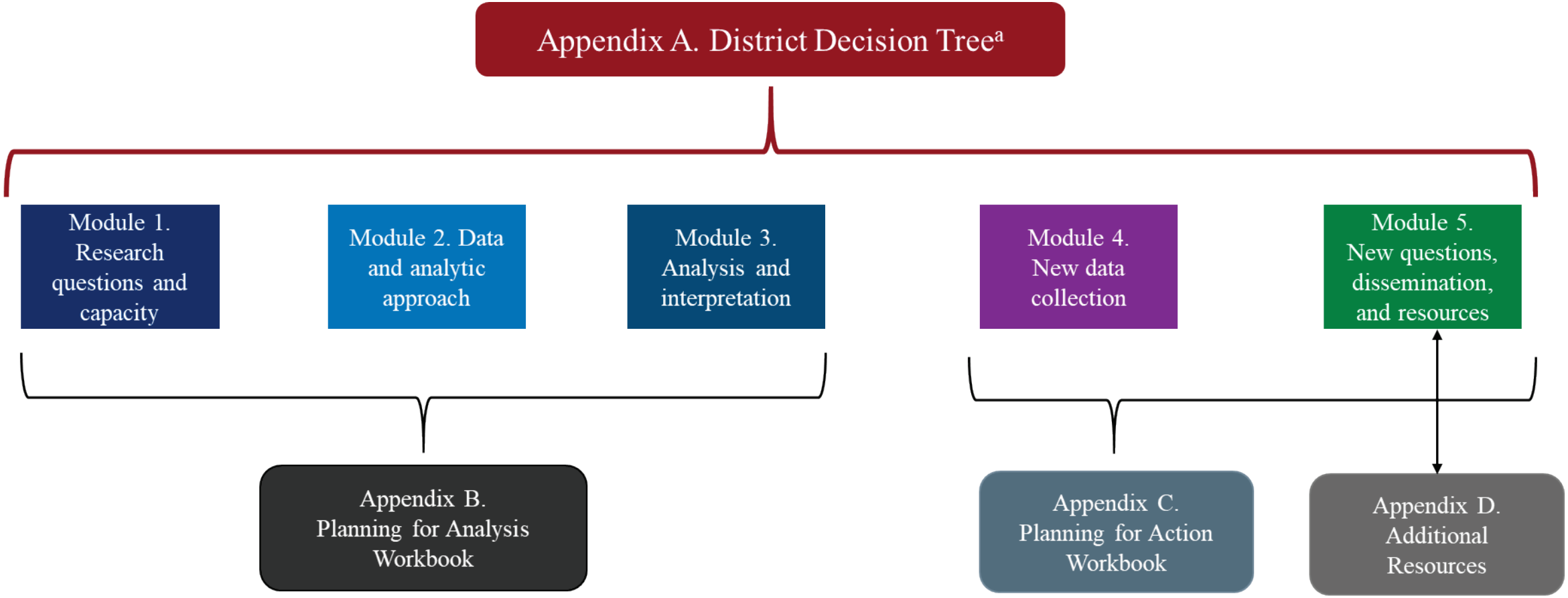
- Module 1. Refining research questions, assessing capacity, and planning for analyses
- Module 2. Cataloging and assessing data
- Module 3. Conducting analyses and interpreting findings
- Module 4. New and complementary data collection activities
- Module 5. Developing additional research questions, dissemination planning, and identifying resources

# Toolkit organization

## Appendices

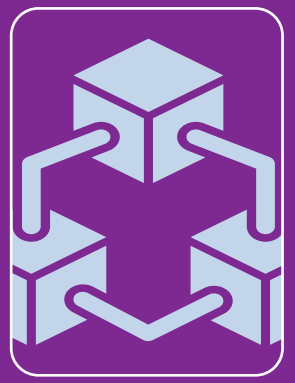
- Appendix A. District Decision Tree
- Appendix B. Planning for Analysis Workbook, Worksheets 1A–1D (Modules 1–3)
- Appendix C. Planning for Action Workbook, Worksheets 2A–2D (Modules 4 and 5)
- Appendix D. Additional Institute of Education Sciences Resources

# Introduction: How do I use the toolkit appendices?




[a]Slides throughout this toolkit indicate when to check the decision tree.

# How do I use the toolkit?



The toolkit contains **five modules,** each designed to walk users through a set of steps needed for analysis, data collection, and planning for next steps.

The toolkit includes **workbooks, conversation guides, and decision trees** to help users through the process of assessing learning changes using quantitative or qualitative approaches.

# How do I use the toolkit modules?

- **Modules 1–3** are designed for use by districts with the appropriate research questions, data, and capacity to conduct a quantitative analysis of COVID-19-related learning changes. Each module walks districts through crucial decision points prior to conducting a quantitative analysis.
- **Module 4** outlines considerations for new data collection activities (surveys, interviews, and focus groups). It can be used as an independent module or as a complement for districts that have completed modules 1–3.
- **Module 5** is intended to be used by all districts as a last step in their investigation into COVID-19-related learning changes. Module 5 includes developing additional research questions for future investigation, developing a dissemination plan, and planning for seeking out new resources.

# The analyses can address two types of research questions

How has student learning changed post-COVID-19?

Do student learning changes vary by student, school, or classroom characteristics?

# Interpreting findings: Important considerations

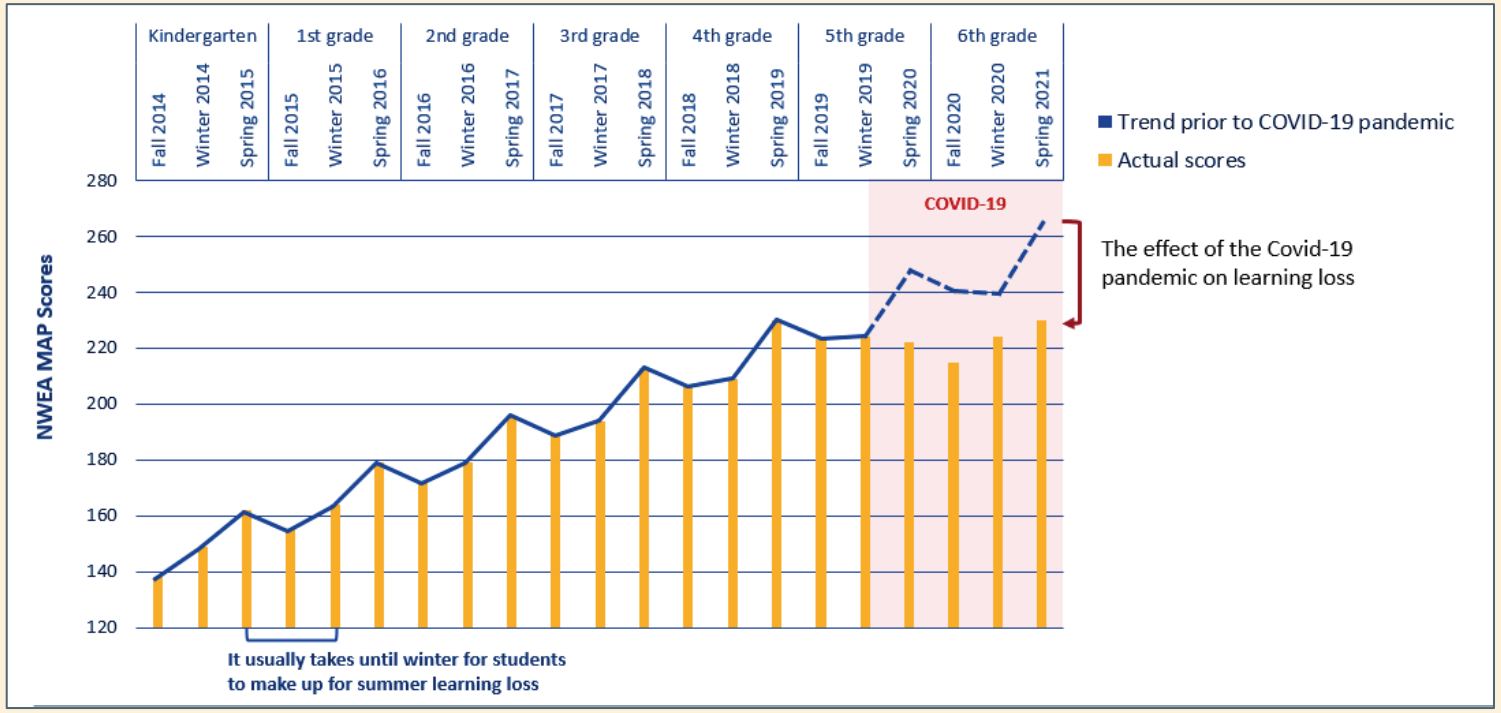
These analyses **cannot isolate the impact of school closures** or the quality of remote learning after closures.

These analyses **cannot isolate other conflating circumstances,** such as trauma, poverty, racial bias, job loss from school closure, or remote learning experiences.

**Collecting data consistently** and continuing to conduct analyses will reveal the trajectory of loss and any mitigation across time.

# Modules 1–3

- **Module 1:** Helps the user to identify and refine important questions about learning changes.
- **Module 2:** Helps the user to identify and assess the use of existing student data.
- **Module 3:** Walks the user through conducting different types of quantitative analyses (example at right).



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# Module 4: Qualitative data collection

Add context to quantitative analyses of COVID-19-related learning changes.

**For example**, why do certain groups of students experience larger or smaller learning changes in reading than the average student?

Provide needed information to districts not available in administrative data.

**For example,** how did students experience remote instruction in reading in spring 2020?

Provide a fundamental understanding of the needs of district students, families, and staff going into the 2021/22 school year.

**For example**, how many families are experiencing housing or food insecurities?

# New data collection: Surveys

*Surveys of teachers, students, and families*

## When are surveys useful?

Surveys are useful when you already have an idea of what you might find in relation to your research question and need to do a check of your assumptions.

## What are some questions that can be answered?

- Do students and parents feel that their remote learning experience was adequate?
- How did teachers perceive moving to remote learning? What was most challenging or most successful?
- Were provisions of technological support sufficient for students to participate in remote learning?

# New data collection: Interviews and focus groups

*Virtual or in-person focus groups or interviews of teachers, students, and families*

## When are interviews and focus groups useful?

Interviews and focus groups are useful when information is lacking about the topic of interest or a greater depth of understanding is necessary to address your research question(s).

## What are some additional questions that can be answered?

- What did families and students experience during COVID-19? What resources did they use, and what resources do they still need?
- What kinds professional development and support do teachers need to feel proficient in remote learning?
- How did school administrators respond to school closures, and what kinds of support do they need in the future?

# How do I use the toolkit modules?

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# Module 5

- Disseminating findings.
- Identifying new or additional questions about learning changes.
- Seeking additional resources.
- Developing a plan for addressing student needs.

# Resources from the Institute of Education Sciences

- Institute of Education Sciences
- Regional Educational Laboratory Midwest
- Regional Educational Laboratories: COVID-19: Evidence Based Resources

# Research Synthesis and Action Planning Template

# Introduction to the Research Synthesis and Action Planning Template

REL SOUTHEAST
Regional Educational Laboratory At Florida State University

## Research Synthesis on Resource Allocation for Georgia Waiver Initiative

This research synthesis, provided by Regional Educational Laboratory (REL) Southeast, is intended to enhance the success of the Georgia Department of Education, Strategic Waiver School Systems (SWSS), Charter Systems, and support organizations working with districts to implement waivers. Specifically, the synthesis will assist SWSS and Charter System administrators in using school resource allocation research to plan and implement strategies for their schools with the limited resources they receive. This synthesis will be discussed in REL Southeast facilitated meetings with SWSS and Charter System leaders to plan resource allocation strategies, with the goal of improving student performance.

REL Southeast researchers sought publicly available literature that mentions associations between resource allocation and student outcomes. To be included in this synthesis, published articles or reports—peer reviewed, if possible—had to meet three criteria.

- Be grounded in research and include at least a description of methodology, theory, or evidence.
- Be published in 2011 or after, unless a frequently cited, seminal research study.
- Include practices or strategies on topics that align with Georgia district expenditure control waivers and have findings related to student or school outcomes.

Based on the literature, several predominant and overlapping themes emerged on resource allocation to improve schools: academic and non-academic interventions, special populations, and data and technology. To this end, Georgia state and district leaders and content experts from the American Institutes of Research have recommended specific topics within these themes for this synthesis. The topics include the following:

- **Academic interventions**
  - *Dropout prevention and recovery*
  - *Reading interventions*
  - *Math interventions*
  - *Learning loss*
- **Data and technology**
  - *Instructional technology*
  - *Online learning*
- **Non-academic interventions**
  - *Social-emotional learning*
  - *School climate*
- **Special populations**
  - *At risk*
  - *English language learners*
  - *Students in special education*
  - *Rural*

REL SOUTHEAST
Regional Educational Laboratory At Florida State University

## Action Planning Template

| DESCRIPTION OF NEED |
|---|
| |
| **GOAL** |
| |
| **SUCCESS INDICATORS** |
| |
| **DATA** |
| |

| Research-based strategies | | Current practice | Changes to current practice | Ways to monitor whether planned changes are supporting students |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

# How can you use these resources with your team?

# Wrap up and next steps

# Next Steps

As a team:

- Share these resources
- Discuss these resources with your school/district teams

Look out for the next webinar:

- Topic: Addressing collective trauma and supporting the well-being of students and school staff

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Tak
Danke
Merci
Thank you
Grazie
謝謝
Obrigado