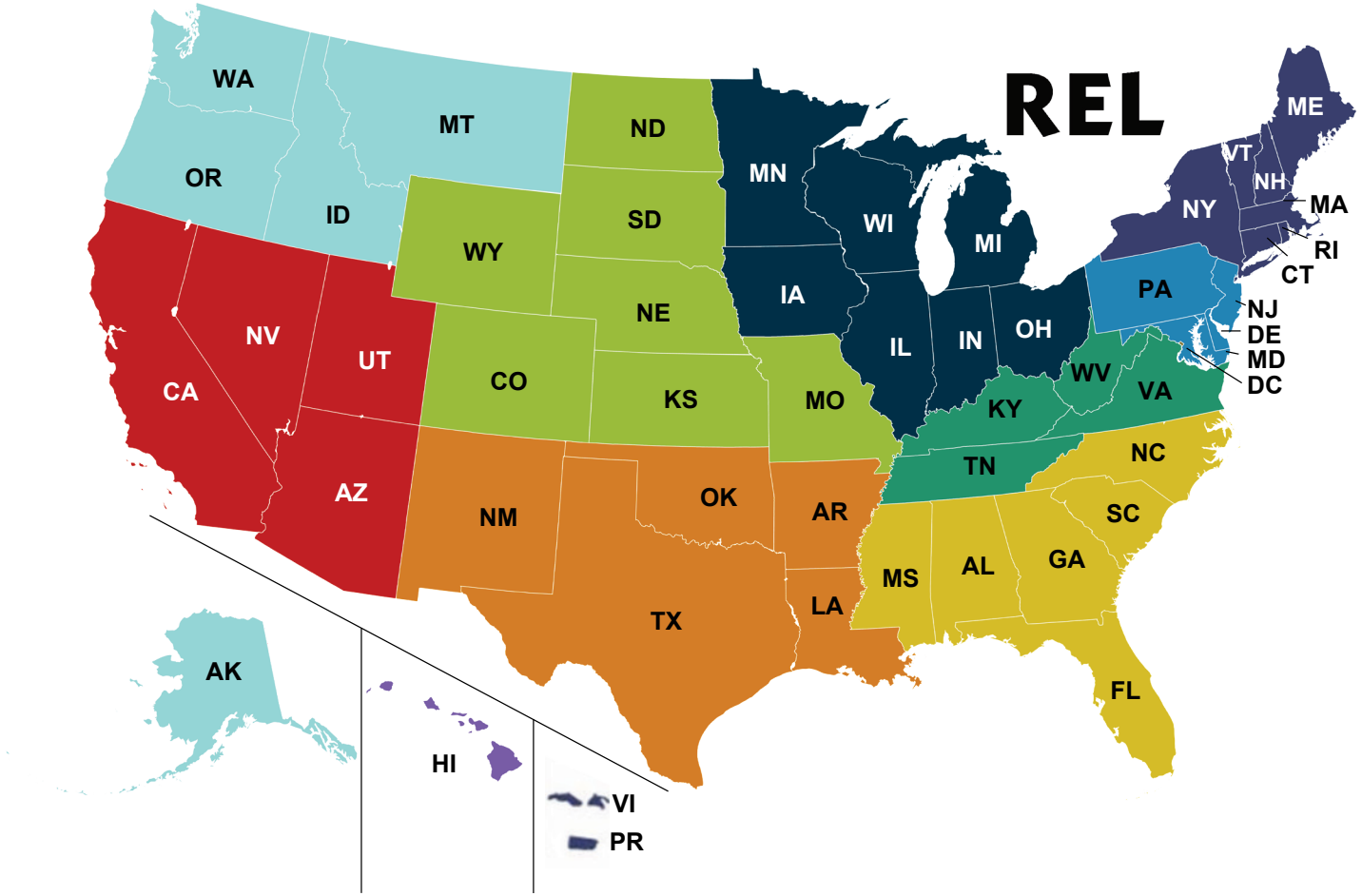
How to Assess Student Needs and Identify Areas of Growth

Dr. Cheryl Harris, senior technical assistance consultant, REL Southeast
Dr. Jameela Conway-Turner, senior researcher, REL Southeast
Helen Muhisani, researcher, REL Southeast

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

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.

In addition, the instructional practices and assessments discussed or shown in this presentation are not intended to mandate, direct, or control a State's, local educational agency's, or school's specific instructional content, academic achievement system and assessments, curriculum, or program of instruction. State and local programs may use any instructional content, achievement system and assessments, curriculum, or program of instruction they wish.

Agenda

- Welcome and introductions
- The importance of understanding students' experiences
- Copilot-Elevate
- Copilot-Elevate and School Climate
- Wrap up and next steps

Welcome and introductions

Meet the presenters

Cheryl Harris, PhD

Senior Technical Assistance Consultant
REL Southeast

Jameela Conway-Turner, PhD

Senior researcher
REL Southeast

Helen Muhisani, MS

Researcher
REL Southeast

The importance of understanding students' experiences

Framing the issue

- The COVID-19 pandemic has affected every student in the United States.
- It has had a disproportionate impact on certain groups of students.
- These students face unique challenges
- Schools and districts can implement practices to help support these students

American Institutes for Research. (2020). *Prioritizing support for students who are vulnerable.* https://innovationhub.air.org/system/files/Prioritizing%20Support%20for%20Students%20Who%20Are%20Vulnerable.pdf

The importance of understanding students' experiences

- Students have been uniquely affected by the COVID-19 pandemic and will come to school with a variety of academic, social, emotional, and behavioral needs.
- Understanding students' experiences at school can improve:
  - Students' experiences in the school and classroom.
  - Students' motivation and ability to focus.
  - Teachers' ability to address academic, social, emotional, and behavioral needs.

Copilot-Elevate

Elevating students' voices

- Copilot-Elevate is a **data-driven learning program** that **elevates students' voices** to help educators create experiences that support **academic** and **social and emotional learning.**
- Copilot-Elevate enables teachers to get **rapid feedback from their students** about how they are experiencing key classroom learning conditions.
- It provides **best practices** for improving those conditions, resulting in **higher and more equitable academic achievement**.

Source: Gripshover, S., & Paunesku, D. (2019). *How can schools support academic success while fostering healthy social and emotional development?* PERTS, Stanford University.

How does Copilot-Elevate work?

This short video explains how Copilot-Elevate works.

Link: https://www.perts.net/elevate

How does Copilot-Elevate work?

Hear it from the students: Students complete a 5- to 10-minute survey that sheds light on how they are experiencing classroom or school conditions.

Review the feedback: Educators get a confidential report that will show how students' experiences are promoting or hindering equitable learning.

Learn new practices and strategies: Educators can access a library of teacher-tested practices and evidence-based strategies to implement with their own students.

Monitor progress: Educators can rerun the survey to determine how students are experiencing the new practices and track the overall improvement.

Source: PERTS. (2021). *Copilot-Elevate*. https://www.perts.net/elevate

How much does Copilot-Elevate cost?

- Co-pilot Elevate is free for teachers, schools, and districts.
- Users can choose the learning conditions to include in the survey, set up cycle dates, administer the survey and receive reports.
- Paid institutional licenses available for schools and colleges that need much larger scale implementation
  - Special customizations or supports, e.g., batch uploads, administrative reporting features and help planning district-wide implementation.

Copilot-Elevate measures

The survey has measures on:

- Affirming Cultural Identity
- Classroom Belonging
- Feedback for Growth
- Meaningful Work
- Student Voice
- Teacher Caring

Copilot-Elevate: Measures Summary

Research is clear: Students are more engaged and successful when they experience certain learning conditions. Copilot-Elevate makes it easy for educators to measure the quality and the equity of these learning conditions. It also provides practical recommendations for cultivating each condition. Click on the name of a learning condition to read the research behind why it's important and to see recommendations for how to nurture it.

Affirming Cultural Identity	**Why does it matter?** Students feel more connected to and motivated in classes that affirm their background.
	Measures: • In this class, I feel proud of who I am and my background. • In this class, I've learned new things about my culture and/or community. • In this class, I have the chance to learn about the culture of others.
Classroom Belonging	**Why does it matter?** Students need to feel a sense of community, mutual support among peers, and affirmation to feel safe and connected.
	Measures: • This week in class, I had the opportunity to get to know my classmates better. • I feel like my teacher accepts me for who I am as a person. • This week I felt comfortable sharing my thoughts and opinions in class.

Link: https://docs.google.com/document/d/1NbRmslY905tVWRIC0_iOYnPe-s0y3qeVlRgjFRglfWY/edit

Using Copilot-Elevate

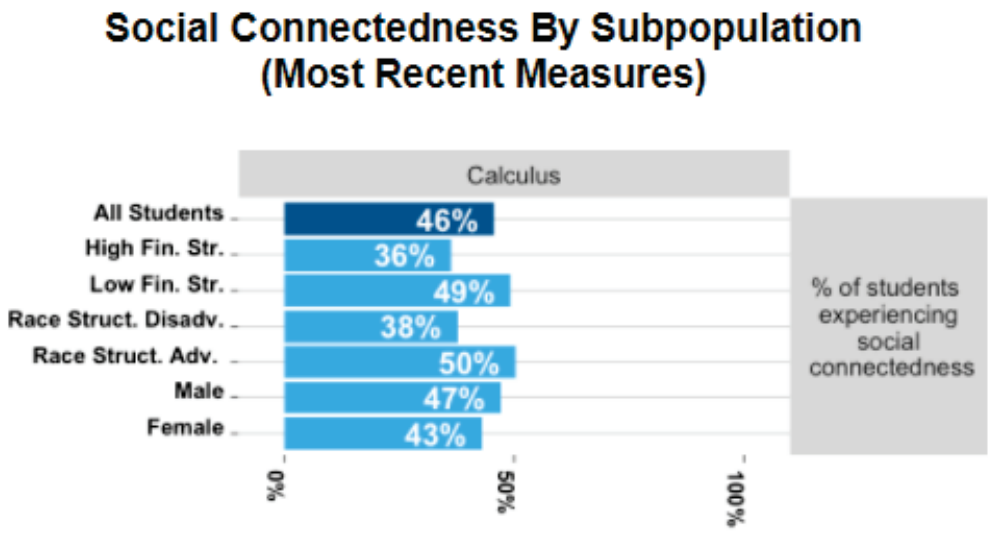
Copilot-Elevate can be used as a part of a PDSA cycle to:

- Identify areas of growth (plan).
- Identify and implement evidence-based practices (do).
- Monitor progress (study).
- Modify or implement different evidence-based practices (act).

PDSA Cycle

Identify areas of growth

Copilot-Elevate produces a report for each measure selected and gives a breakdown by subgroup.



Identify and implement evidence-based practices

Copilot-Elevate lists evidence-based practices to try.

REL Southeast produced a research synthesis that includes evidence-based practices.

REL SOUTHEAST

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.

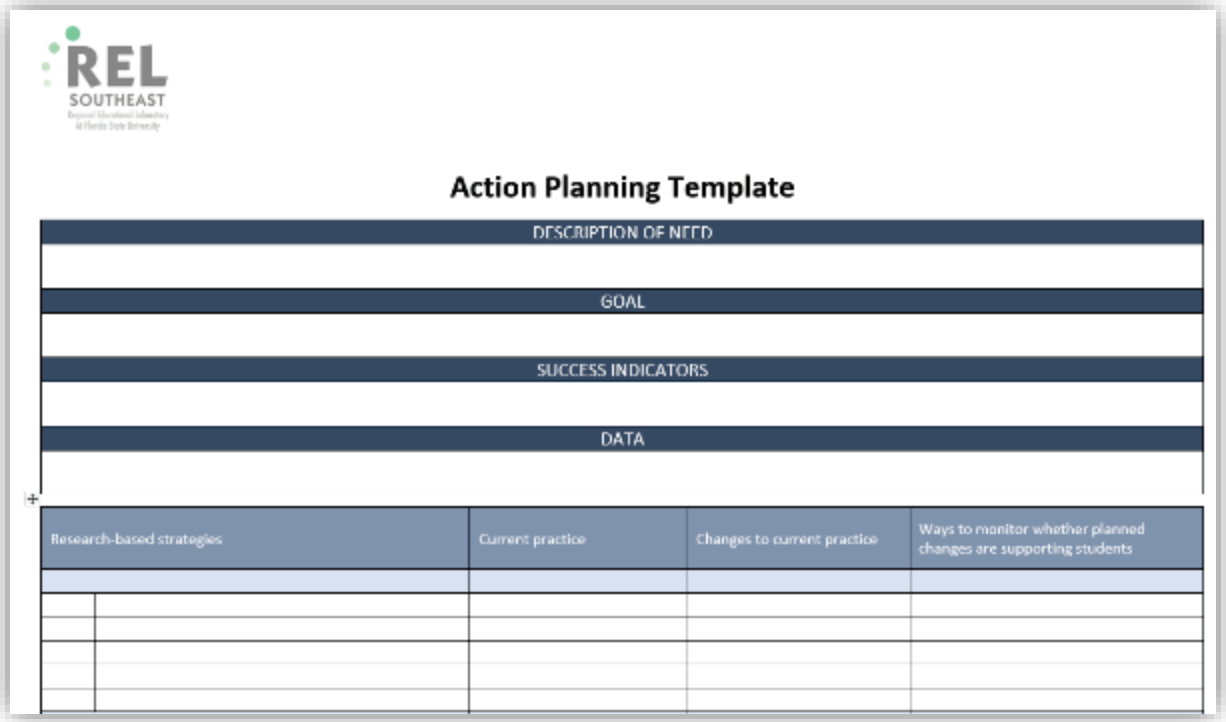
- Be grounded in research and include at least a description of methodology, theory, or evidence.
- Be published in 2011 or after, unless a frequently cited, seminal research study.
- Include practices or strategies on topics that align with Georgia district expenditure control waivers and have findings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

Monitor progress

To monitor your progress as you implement practices and re-evaluate, REL Southeast developed an action planning template that you can use.



REL SOUTHEAST

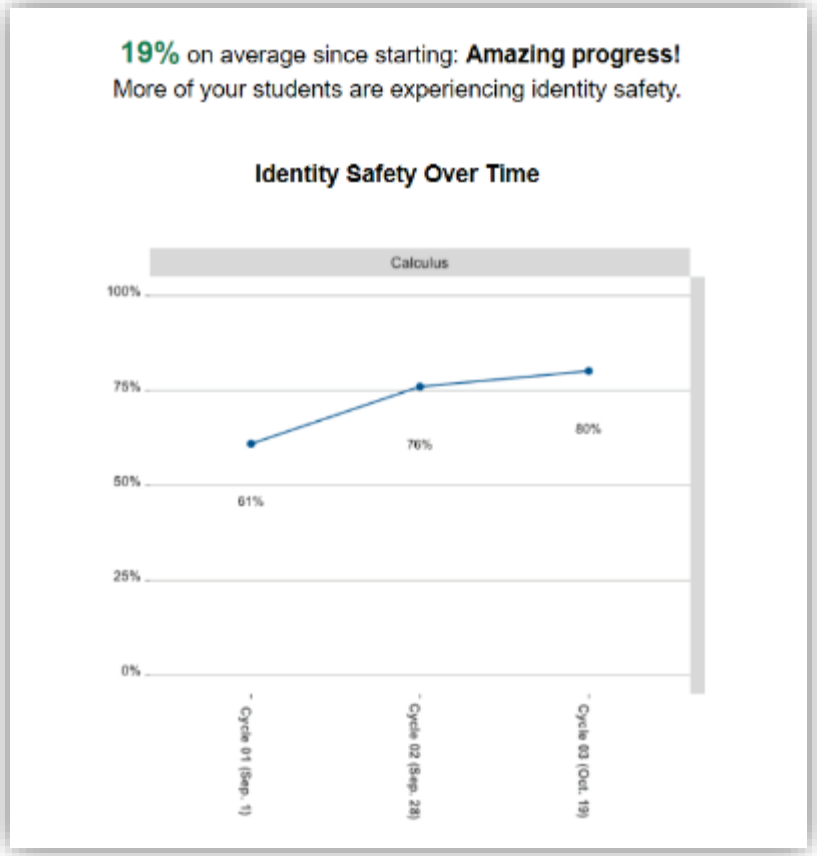
Action Planning Template

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

Monitor progress

As you use Copilot-Elevate, you can see progress over time.



Copilot-Elevate and School Climate

What is School Climate?

Georgia rates school climate using the School Climate Star Rating.

The rating is calculated using:

- The Student Health Survey;
- The Personnel Survey;
- The Parent Survey;
- Student discipline data; and
- Attendance records for students, teachers, staff, and administrators.

"A positive school climate is the product of a school's attention to fostering safety; promoting a supportive academic, disciplinary, and physical environment; and encouraging and maintaining respectful, trusting, and caring relationships throughout the school community no matter the setting—from Pre-K/Elementary School to higher education."

National Center on Safe Supportive Learning Environments

The Difference between School Climate Star Rating and Copilot-Elevate

The School Climate Star Rating produces school-level data. → Copilot-Elevate produces classroom-level data.

The School Climate Star Rating is collected once a year. → Copilot-Elevate data are collected many times each year.

The School Climate Star Rating produces a holistic view of the school. → Copilot-Elevate data produces classroom-specific information for the teacher.

Together, the School Climate Star Rating and Copilot-Elevate complement each other. It is important to use both measures!

How can you use Copilot-Elevate with your team?

Wrap up and next steps

Next steps

As a team:

- Share the resources: Copilot-Elevate, Research Synthesis, and Action Planning Template.
- Discuss the resources with your school and district teams.

Watch the recordings from all three webinars.

- Tools you can use to address student learning needs
- Addressing collective trauma and supporting the well-being of students and school staff
- How to assess student needs and areas of growth

Tak
Danke
Merci
Thank you
Grazie
謝謝
Obrigado