Rethinking Data for Improvement, Accountability, and Support Under COVID-19

Brian Gill  Erica Champagne  Laura Shankland
Susan Bowles Therriault  Amanda D. Mote  Cary Cuiccio
Victoria A. Schaefer
Welcome and overview

Laura Shankland, Senior Technical Assistance Consultant, Regional Educational Laboratory (REL) Southwest
Virtual meeting/conference recording notice

The American Institutes for Research® (AIR®) allows for the recording of audio, visuals, participants, and other information sent, verbalized, or utilized during business-related meetings. By joining a meeting, you automatically consent to such recordings. Any participant who prefers to participate via audio only should disable their video camera so that only their audio will be captured. Video and/or audio recordings of any AIR session shall not be transmitted to an external third party without the permission of AIR.
Meet the REL presenters

Brian Gill, PhD, JD
Director, REL Mid-Atlantic

Susan Bowles Therriault, EdD
Managing Researcher, REL Northeast & Islands

Victoria A. Schaefer, PhD
Principal Education Researcher, REL Appalachia
Meet the presenters and facilitators

Erica Champagne
Director, 
Office of Effective Practices in Turnaround, 
Massachusetts Department of Elementary and Secondary Education

Amanda D. Mote
Attendance Director, 
Pleasants County Schools, 
West Virginia

Laura Shankland
Senior Technical Assistance Consultant, 
REL Southwest

Cary Cuiccio
Senior Director, 
REL Southwest
Audio Settings
Raise/Lower Hand
Q&A
Submit a Question
Use Chat
The Regional Educational Laboratories work in partnership with stakeholders to support a more evidence-based education system. Administered by the U.S. Department of Education, Institute of Education Sciences (IES)

Find us on the web! https://ies.ed.gov/ncee/edlabs/
How do the RELs do their work?

**Applied Research**

- Participation in State-Funded Prekindergarten in Oklahoma

**Training, Coaching, and Technical Support**

- Image source: American Education, Images of Teachers and Students in Action

**Dissemination**

- Theory of Change for a Successful School Improvement Partnership
Webinar outcomes

• Participants will be able to apply information about using alternate data sources in their work.

• Participants will have a better understanding of the practices, programs, and policies related to using alternate data sources for district and school accountability and support that are in place elsewhere.

• Participants will have a greater capacity to identify the next steps toward using alternate data sources for school improvement, accountability, and support.

• Participants will be able to share information that they learned from the webinar.
Please respond to the poll.

What is your role in education?

- State education agency staff
- District or local education agency staff
- Teacher or school leader
- Professional development provider
- Researcher or evaluator
- Other—just interested in the topic
Using data to fill the accountability gap and promote improvement in the wake of the pandemic

Brian Gill, PhD, JD
Director, REL Mid-Atlantic
States are flying blind, but most districts have data available that can be used for multiple purposes.

- With no state test scores from 2020 and uncertainty about scope and timing of 2021 data, state accountability systems have been disrupted.

- Many districts, in contrast, have more data as a result of the pandemic.
  - Moving instruction online has created large troves of data in the digital platforms.

- Districts might use their digital data for two key purposes:
  1. Establishing low-stakes accountability through transparency
  2. Informing continuous improvement
Transparency can promote accountability without stakes attached.

- Attaching consequences to student outcomes is only one of many ways to create accountability.
  - Transparency is used in many fields to create accountability.

- Remote instruction has enhanced accountability to parents by making instruction and assignments more transparent.

Gill et al., 2016
Transparency can promote accountability without stakes attached.

- Districts and schools can hold themselves accountable by increasing transparency in their practices and their outcomes.
  - Has the district ensured that all students have devices and internet connections?
  - What are student attendance rates in remote instruction across the district and in each school?
  - Can the district report other indicators of student engagement?
  - What do formative and interim assessment results indicate about what students are learning?

- Additional transparency may be especially important when state test results are unavailable.

Gill, n.d.
Data in digital platforms can also inform improvement efforts.

• Real-time data can be used to quickly identify needs.
  • Which individual students are disengaged?
  • Are students more likely to be absent or disengaged at particular schools that need attention?

• Real-time data can identify successes to replicate.
  • Have some schools done especially well at keeping students engaged remotely?
  • Have some teachers been especially successful at keeping students engaged?
  • If so, what are they doing to promote engagement?
Using data for improvement, accountability, and support: Examples from the field

*District metrics for quality remote and hybrid learning*

Susan Bowles Therriault, EdD,  
Managing Researcher, REL Northeast & Islands  
Erica Champagne,  
Director, Office of Effective Practices in Turnaround, 
Massachusetts Department of Elementary and Secondary Education

*Cross-state partnership on using data and evidence to facilitate action: Handle With Care*

Victoria A. Schaefer, PhD,  
Principal Education Researcher, REL Appalachia  
Amanda D. Mote  
Attendance Director, Pleasants County Schools, West Virginia
District metrics for quality remote and hybrid learning
Variation across schools and districts

- Preparedness
- Inputs
- Learning modes and time
- Quality
- Learning management systems
In all three scenarios, students are at risk for significant learning loss.

Projected 6th-grade math performance, example, NWEA\textsuperscript{1} RIT Scores

<table>
<thead>
<tr>
<th>Scenario 1</th>
<th>Scenario 2</th>
<th>Scenario 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Return to in-class schooling in fall 2020</td>
<td>Return to in-class schooling in Jan 2021</td>
<td>Return to in-class schooling in fall 2021</td>
</tr>
</tbody>
</table>

Typical in-person: Students learn at typical rates with in-classroom instruction\textsuperscript{2}

Learning slowdown—average remote learning: Students learn at typical rates until March 2020, followed by $\leq 82\%$ of learning through remote instruction\textsuperscript{3}

Learning slowdown—low-quality remote learning: Students learn at typical rates until March 2020, followed by no growth or loss resulting from low-quality remote instruction\textsuperscript{4}

Learning loss—no instruction: Students lose learning equivalent to an extended summer slide, as a result of no instruction or disengagement from remote learning

Source: Dorn et al., 2020, p. 4
Access to quality is not the same.

Source: Dorn et al., 2020, p. 5
The approach to remote instruction differed by whether a district used a learning management system before the pandemic.

<table>
<thead>
<tr>
<th>Percentage of districts in which physical learning materials (e.g., paper packets) were a primary part of the distance learning strategy (grades K–5)</th>
<th>Percentage of districts in which live virtual classes taught by the student's teacher were a primary part of the distance learning strategy (grades K–5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All districts</td>
<td>All districts</td>
</tr>
<tr>
<td>Had LMS</td>
<td>Had LMS</td>
</tr>
<tr>
<td>Did not have LMS</td>
<td>Did not have LMS</td>
</tr>
<tr>
<td>Had 1:1 devices</td>
<td>Had 1:1 devices</td>
</tr>
<tr>
<td>No 1:1 devices</td>
<td>No 1:1 devices</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>34%</th>
<th>46%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Had LMS</td>
<td>21%</td>
<td>57%</td>
</tr>
<tr>
<td>Did not have LMS</td>
<td>43%</td>
<td>39%</td>
</tr>
<tr>
<td>Had 1:1 devices</td>
<td>28%</td>
<td>52%</td>
</tr>
<tr>
<td>No 1:1 devices</td>
<td>38%</td>
<td>43%</td>
</tr>
</tbody>
</table>

Source: Garet et al., 2020
Metrics for quality remote and hybrid learning—a community of practice
Community of practice purpose and approach

Purpose

Develop a framework of measures that state, district, and school leaders can use to assess the quality of remote and hybrid learning.

Prioritize three topical areas schools and districts are most interested in:
- Student engagement
- Family engagement
- Teacher working conditions and well-being

Approach

Explore current research and evidence-based practices on the three constructs and their effectiveness in supporting remote and hybrid learning.

Identify data sources that assess key constructs within the topical areas.

Collect and revise the framework based on community of practice feedback.

Community of practice members pilot portion(s) of the framework for feasibility, comprehensiveness, and usefulness.
Remote and hybrid learning metrics: How did we get here?

1. Student engagement
2. Family engagement
3. Teacher working conditions and well-being
Massachusetts: New metrics and strategies

Learning time

Mode

Monitoring
CSI/TSI schools
Cross-state partnership on using data and evidence to facilitate action: Handle With Care
Cross-state partnership’s goal

To build capacity among local data users to access, understand, and use state data resources to facilitate action at the local level.

...helping to address “data-rich, information-poor” (DRIP) syndrome
REL Appalachia intensive support in West Virginia
Handle With Care (HWC)

HWC is a school–community partnership program founded in 2013 to ensure that children exposed to trauma in their home, school, or community receive appropriate support to help them achieve academically.
HWC program improvement process supports: The Guide and workbooks

- **HWC Guide**
  - Support that recommends processes for conducting program improvement
  - Provides overview, instructions, protocols, and examples

- **HWC Counselor Workbook (or Word document)**
  - Supports counselors to document and monitor interactions with students identified for HWC support
  - Summarizes data to share with the HWC data lead

- **HWC Data Lead Workbook**
  - Supports staff to document and monitor HWC implementation and student outcomes
  - Customizes tables and graphs to visualize data
## HWC and COVID-19 shifts in implementation

<table>
<thead>
<tr>
<th>COVID-19 implementation challenges</th>
<th>COVID-19 implementation strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>District and school staff received fewer HWC referrals than expected.</td>
<td>District and school staff strengthened relationships with law enforcement and Emergency Management Service (EMS) agencies and reminded them about the HWC process.</td>
</tr>
<tr>
<td>Educators had limited time to review data.</td>
<td>Educators used coaching calls with REL Appalachia to reflect on data and brainstorm student support strategies.</td>
</tr>
<tr>
<td>Teachers had greater difficulty contacting and following up with students identified for HWC who needed additional support.</td>
<td>Teachers and counselors initiated additional efforts to contact nonresponsive students and families.</td>
</tr>
<tr>
<td>Counselors struggled to engage in virtual counseling sessions.</td>
<td>Members of the HWC team set up additional HWC trainings so that all school staff could better support students.</td>
</tr>
</tbody>
</table>
Panel discussion

Cary Cuiccio,
Senior Director, REL Southwest
What are some lessons learned from having to rethink your approach to data use under COVID-19?
Which of these new practices do you see continuing once the pandemic is past?
How has the experience of rethinking the use of data during COVID-19 changed your perspective on using data for transparency, accountability, and improvement?
Participant questions and answers
Wrap-up and closing remarks

Laura Shankland
Tell us what you thought!

Please complete the feedback survey (link in the chat box).
REL website


• Ask A REL resources
• Current and archived events, research, and training resources
• Infographics and videos
• Blog
Thank you!