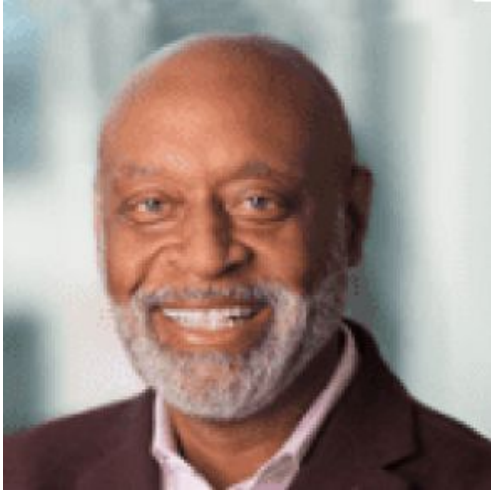


Technology-Assisted Teaching and Learning: Continuing the Conversation

June 27, 2023



Moderator



Kevin P. Chavous
Senior Advisor to the CEO
Stride

Presenters



Eesir Kaur

Vice President, Program
Rocketship Public Schools



Mary Kemper

Executive Director for
Instructional Leadership
Coppel ISD, Texas



Michael Lombardo

Founder & Chairman of the Board
BookNook

Presenters



Eugene Narciso
COO & Founder
Footsteps2Brilliance



Diego R. Ochoa
Superintendent
San Mateo-Foster City School
District, California



Jessie Woolley-Wilson
President & CEO
DreamBox



**Brilliant Students.
Empowered Educators.**

Partnering with Coppel Independent
School District in Texas to Accelerate
Learning Loss Recovery

The DreamBox Math Difference



Engaging & Motivating

Students stay engaged and motivated through **immersive, age-appropriate learning environments.**

Efficacy & Impact

Independent research shows **60% improvement** with just one hour per week.

Adaptivity

DreamBox Math uniquely personalizes learning by **constantly adapting** between and within lessons and is **designed to meet the needs of K-8 students at every level.**

Conceptual Understanding

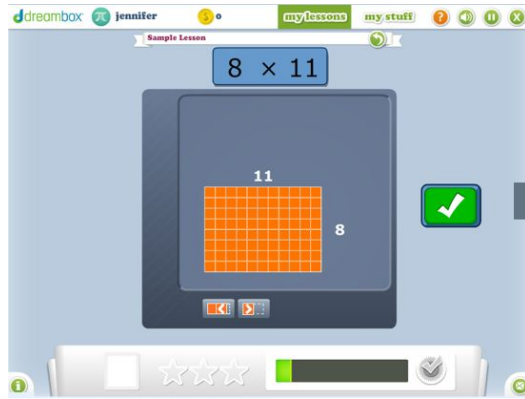
Innovative digital manipulatives **capture student thinking** to create **transformative learning experiences.**

Actionable Insights

Educators benefit from rich, actionable insights and **continual embedded assessment and reporting** that promote growth and make it **easier to accelerate learning.**

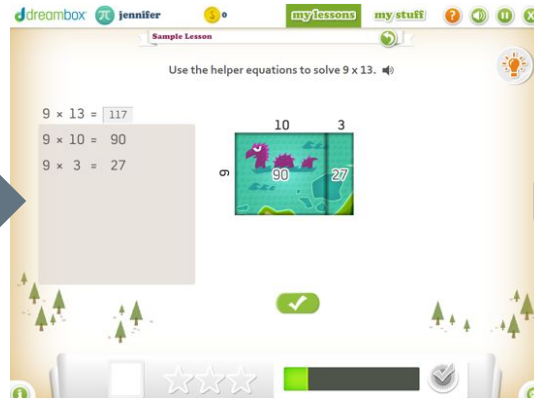


Rigorous, Engaging Lesson Types



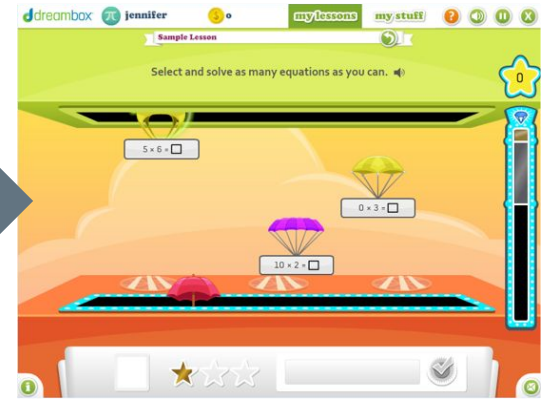
Conceptual understanding

- Concept development through sense-making and exploration
- Open-ended investigation



Finding structure & relationships

- Learning tasks empower strategic thinking
- Develop and apply multiple strategies

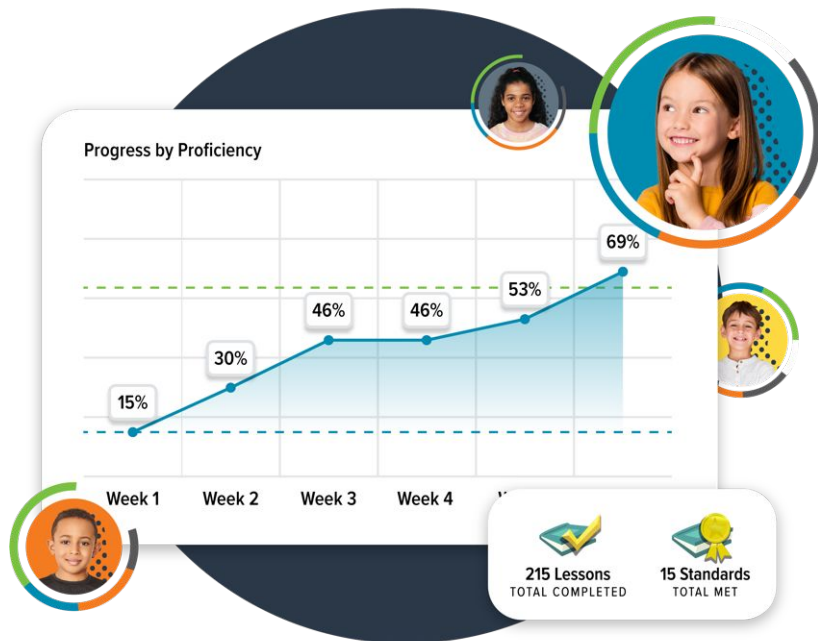


Procedural skills & fluency

- Apply strategies accurately, efficiently, and flexibly
- Mental math may be required

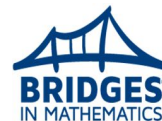
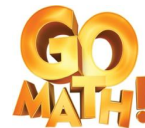
Assignment Flexibility

Progress monitor specific standards or skills

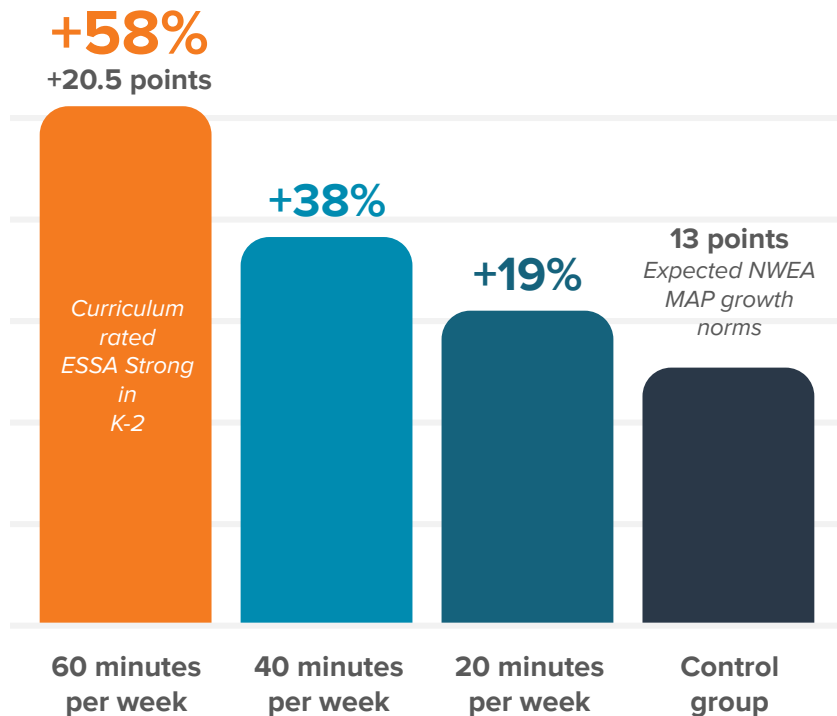


Ability to Assign by:

- ✓ State standard
- ✓ NWEA RIT Range/Quantile
- ✓ DreamBox Learning Units
- ✓ Print & Core program alignments, including:



Nearly 60% more growth with just 1 hour each week



Independent research from:



Research validation and recognition from:



Coppell District Goal: Increase math achievement for all learners

Defining Success with DreamBox



Progress Metric 1

Lessons Completed: Students are completing at least 5 lessons each week.

Progress Metric 2

Educator Logins: Teachers are logging in once a week to monitor student progress.

Coppell Highlights

SY 22-23

ENGAGEMENT



% Logging In

Over 90% of rostered students have logged in and completed lessons this year. **Over 70% consistently!**
EXCELLENT!

GROWTH



Growth

Students completing ≥ 5 lessons weekly have gained an **average of 1.5 years of growth!**

STANDARDS



Standards

Students completing ≥ 5 lessons weekly gained an average of **over 30 standards!**

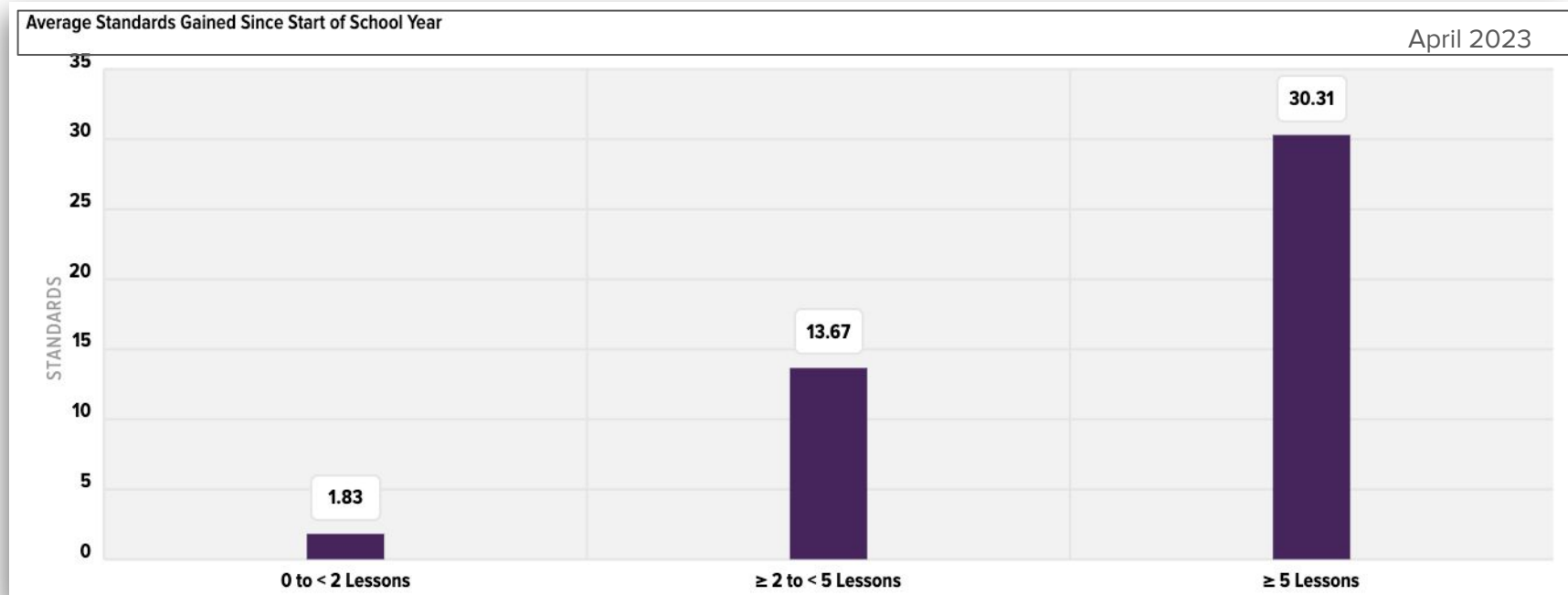
DASHBOARDS



% Logging in

About 45% of educators logged into their dashboard each month this year. The peak was in September and October at 60%.

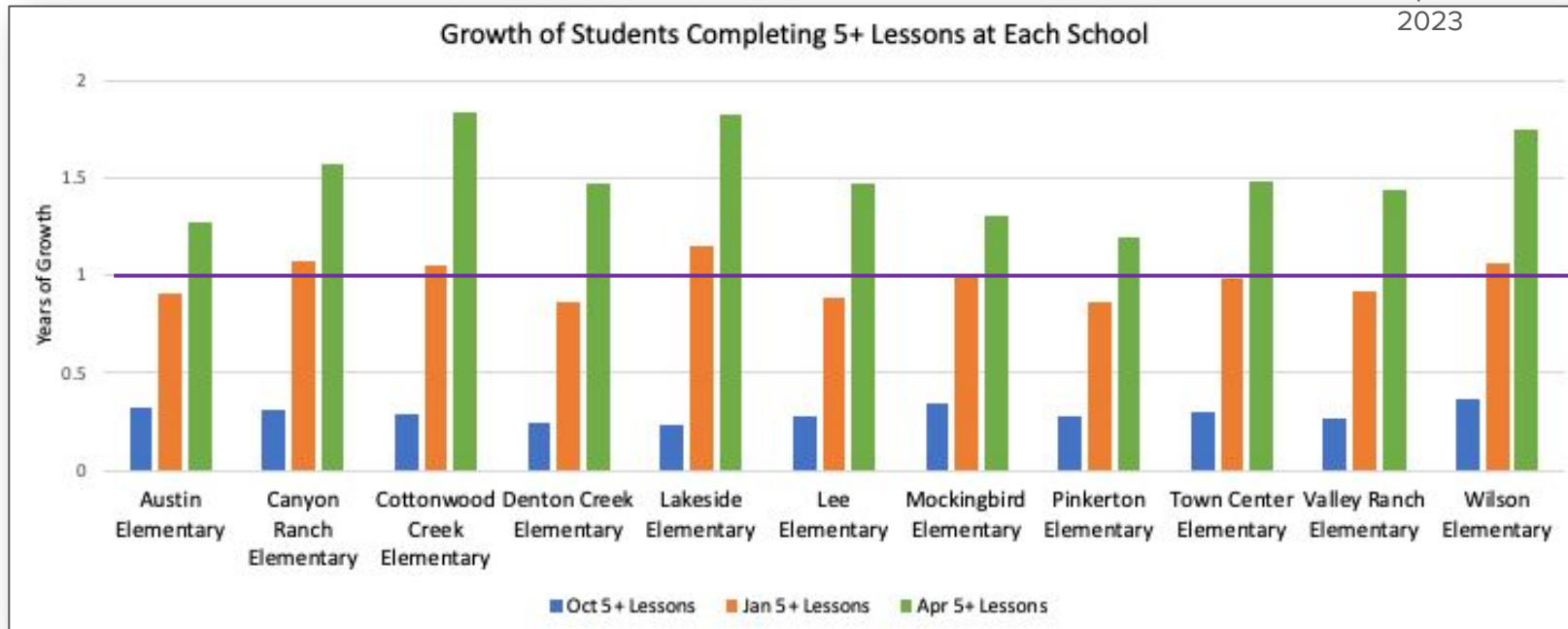
Students completing 5+ lessons gained an average of 30+ standards



Those students completing 5 or more lessons each week are averaging 100% proficiency in over 30 standards so far! These standards are made up of several lessons and lesson groups to get to that 100% proficiency.

Growth by Each School for Students Completing 5+ Lessons

April
2023



Students completing 5 or more lessons each week have shown significant growth so far. **Cottonwood Creek EL, Lakeside EL, and Wilson EL** have students averaging almost 2 years of growth at the end of April!

Standards Proficiency

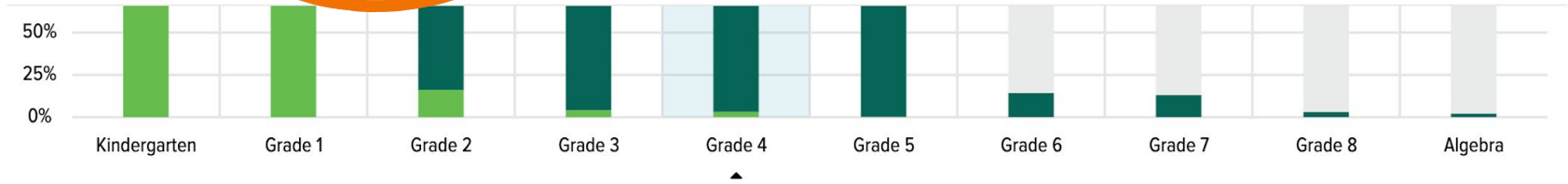
MONTH

June

ROSTERED GRADE

Grade 4

Standard: Texas Essential K... Data As Of: June 25, 2023

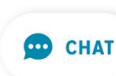


Proficiency by School

● Proficient ○ Not Started

FILTER BY		Number and Operations																							
		4.8.B	4.8.C	4.2.A	4.2.B	4.2.C	4.2.D	4.2.E	4.2.F	4.2.G	4.2.H	4.3.A	4.3.B	4.3.C	4.3.D	4.3.E	4.3.G	4.4.A	4.4.B	4.4.C	4.4.D	4.4.E	4.4.F	4.4.G	4.4.H
Overall Proficiency	Grade 4 Standards	10%	6%	24%	59%	59%	49%	24%	7%	26%	24%	19%	33%	32%	28%	19%	26%	40%	30%	17%	9%	8%	7%	49%	29%
Schools (13)	Rostered																								
Lakeside Elementary	84	5%	5%	44%	75%	75%	70%	44%	1%	20%	44%	14%	33%	33%	24%	14%	20%	35%	21%	11%	2%	2%	2%	70%	21%
Austin Elementary	78	○	0%	0%	40%	40%	38%	0%	0%	3%	0%	8%	12%	12%	10%	8%	3%	42%	15%	6%	0%	0%	0%	38%	15%
Wilson Elementary	82	1%	0%	7%	27%	27%	29%	7%	0%	12%	7%	11%	23%	23%	22%	11%	12%	32%	17%	11%	2%	5%	2%	29%	17%
Denton Creek Elementary	87	3%	3%	7%	34%	34%	31%	7%	3%	24%	7%	10%	24%	23%	15%	10%	24%	33%	31%	13%	7%	7%	5%	31%	31%
Cottonwood Creek Elementary	69	4%	3%	25%	55%	55%	48%	25%	3%	12%	25%	17%	25%	23%	23%	17%	12%	42%	23%	16%	7%	6%	4%	48%	10%

12



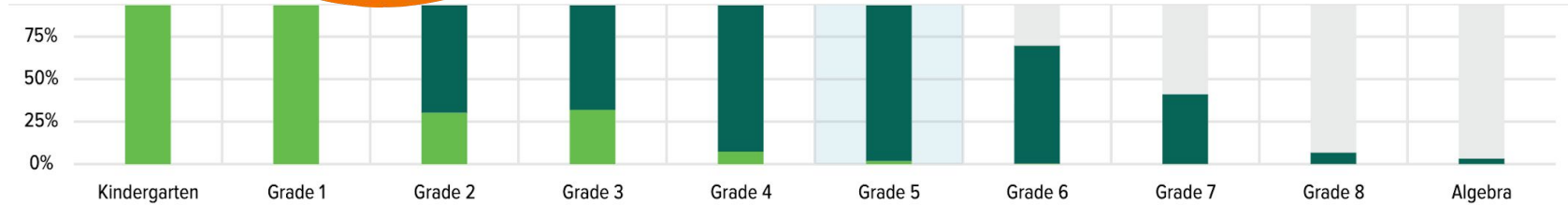
Standards Proficiency

MONTH

June

ROSTERED GRADE
Grade 5

Standard: Texas Essential K... Data As Of: June 25, 2023



Proficiency by School

● Proficient ○ Not Started

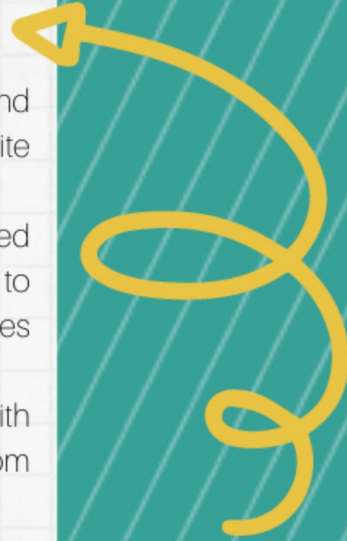
		Number and Operations																							
FILTER BY		4.8.B	4.8.C	4.2.A	4.2.B	4.2.C	4.2.D	4.2.E	4.2.F	4.2.G	4.2.H	4.3.A	4.3.B	4.3.C	4.3.D	4.3.E	4.3.G	4.4.A	4.4.B	4.4.C	4.4.D	4.4.E	4.4.F	4.4.G	4.4.H
Overall Proficiency		41%	37%	50%	92%	92%	91%	50%	16%	63%	50%	39%	79%	78%	58%	39%	63%	53%	71%	56%	43%	42%	40%	91%	70%
Schools (12)		Rostered																							
Lakeside Elementary	67	27%	25%	94%	97%	97%	99%	94%	48%	79%	94%	48%	87%	87%	61%	48%	79%	67%	81%	73%	49%	46%	45%	99%	79%
Austin Elementary	71	48%	42%	63%	89%	89%	89%	63%	32%	77%	63%	48%	85%	85%	69%	48%	77%	75%	82%	70%	56%	59%	58%	89%	82%
Denton Creek Elementary	91	33%	26%	19%	84%	84%	82%	19%	3%	33%	19%	22%	63%	63%	36%	22%	33%	42%	51%	32%	30%	29%	27%	82%	49%
Wilson Elementary	91	5%	3%	24%	79%	79%	79%	24%	2%	43%	24%	11%	59%	59%	37%	11%	43%	31%	47%	32%	19%	14%	12%	12%	6%

12 i

CHAT

When teaching a small group of students, the educator:

- considers the learning goals (with academic and language objectives) and identifies prerequisite skills necessary to access that content;
- utilizes pre-assessments or previously collected data to uncover what all students know related to those prerequisite skills and intentionally creates small groups of students;
- teaches all students in small groups with scaffolding supports to build understanding from their current knowledge to the learning goals;
- models concepts with high quality tools;
- considers ways to increase accessibility for all students;
- provides actionable feedback with asset (rather than deficit) thinking; and
- creates an opportunity for all students to reflect on their learning.





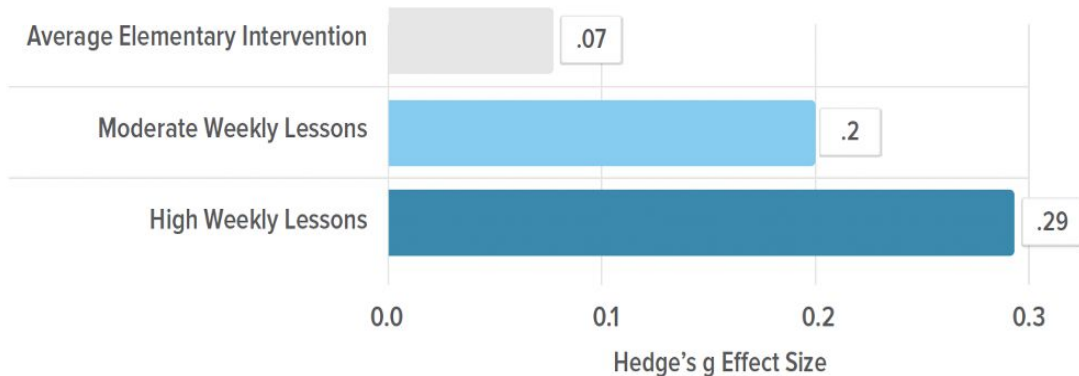
When the students are not with the educator, they:

- collaborate with a small group of classmates (or work independently) to engage in a task/learning experience;
- access materials to support learning including physical and digital tools;
- strengthen their understanding of concepts related to the learning goals;
- practice applying what they have learned previously;
- use the language domains of listening, speaking, reading, and/or writing to engage in the learning process; and
- reflect on their learning.

What Matters is What Works

Recent Results: William Penn School District

Relationship between average weekly lessons and student math outcomes on end-of-year math assessment (in terms of Hedge's g effect sizes)



Results suggest that DreamBox Math is

4x

more effective than the average elementary school math intervention.



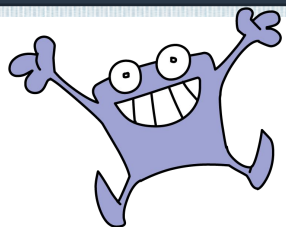
Thank you



APPENDIX

DreamBox Learning

School Celebration

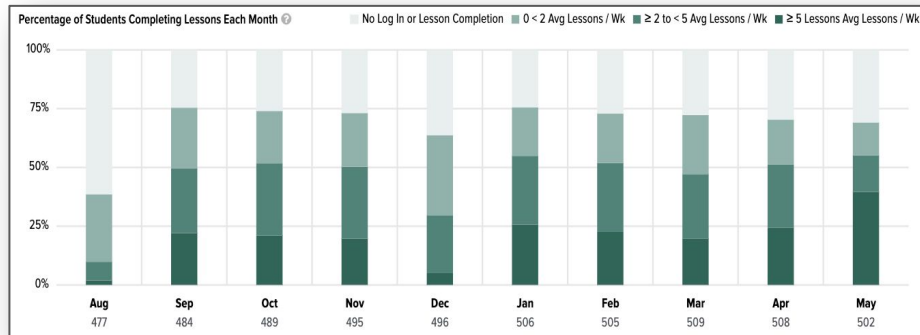
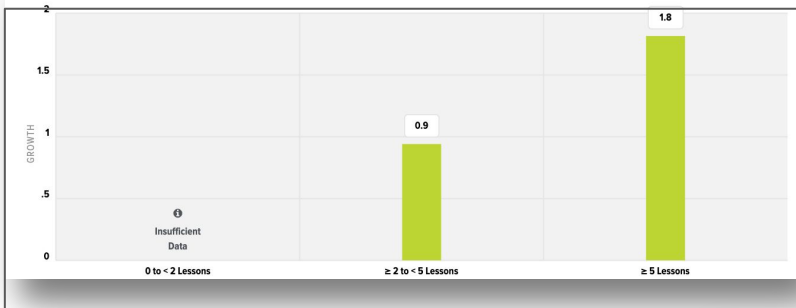


Lakeside Elementary

The students completing 5+ lessons averaged **almost 2 years of growth** at the end of April!

Over 70% of all rostered students logged in and completed lessons for seven months. Over 25% completed 5+ lessons for two months. Great job!

Average Grade Levels of Growth Since Start of School Year



This third-grade student had several areas of unfinished learning in previous grade levels but was able to work on those areas and get into third-grade content, and even some above, that was personalized for that student. Great example of student perseverance!

	K 18/18	1 29/29	2 29/31	3 10/36	4 0/40
Number and Operations	██████████	██████████	██████████	██████████	██████████
Algebraic Reasoning	██████████	██████████	██████████	██████████	██████████
Geometry and Measurement	██████████	██████████	██████████	██████████	██████████
Data Analysis	██████████	██████████	██████████	██████████	██████████



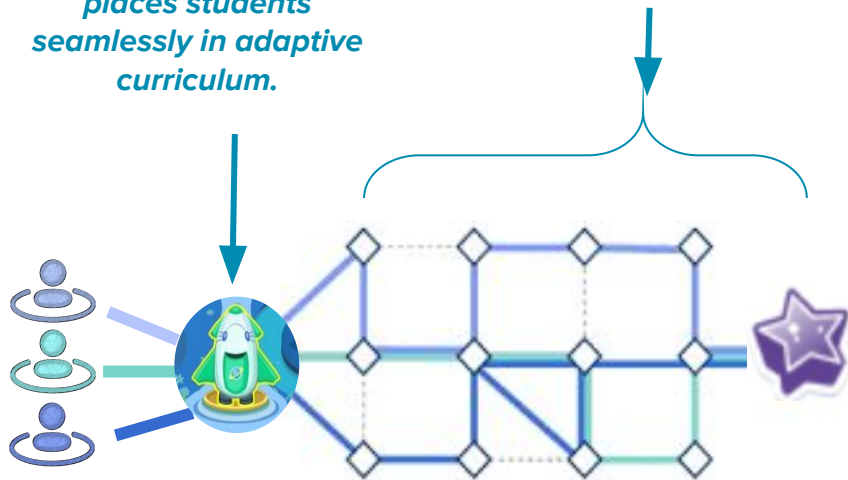
Benefits of an integrated assessment and curriculum program



Assessment for and of Learning

Baseline assessment places students seamlessly in adaptive curriculum.

Students progress through personalized learning pathways in the adaptive Math program.



Continuous Data Collection

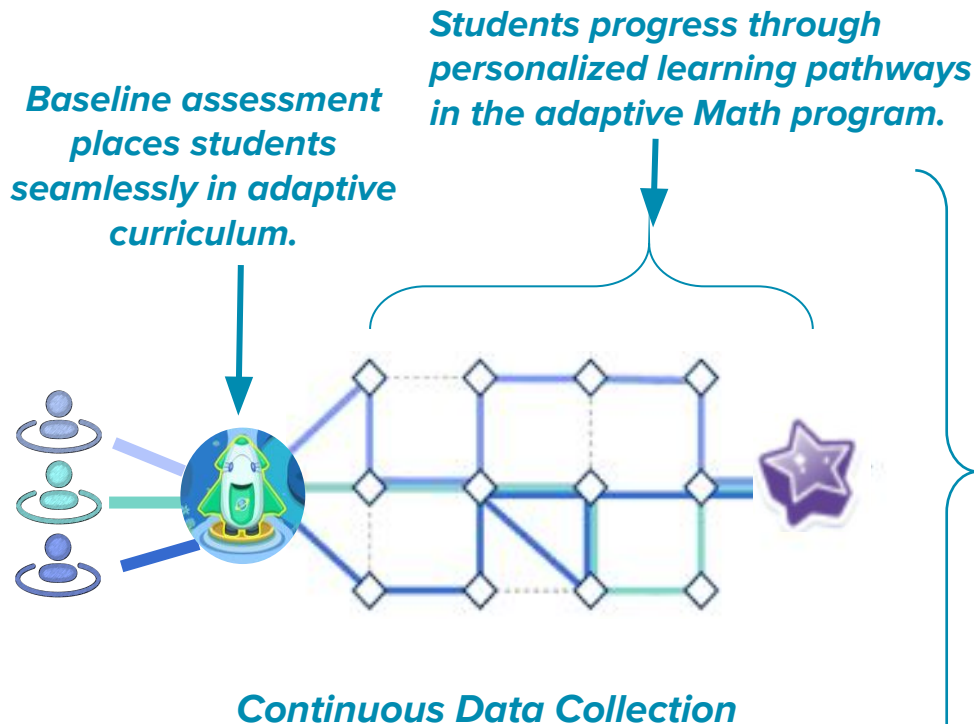
Student Experience Highlights

- Flexible assessment windows
- Custom sequencing through adaptive lessons
- Personalized scaffolding
- Designed to change the outcomes for students
- Eliminate testing anxiety

Benefits of an integrated assessment and curriculum program



STUDENT EXPERIENCE



Assessment for and of Learning

Educator & Administrator Experience Highlights

- Continuous, embedded formative assessment
- Disaggregated data - student, classroom, school & district
- Actionable insights directly inform instruction
- Daily visibility vs. point-in-time snapshots into student learning



BookNook

grow together



ROCKETSHIP

PUBLIC SCHOOLS

About BookNook

We provide an engaging and rigorous online platform fueled by our virtual tutors to improve students' academic success.



Based on Research

Our program guides students to mastery using best practices rooted in the science of reading



Synchronous

Students connect remotely with a vetted tutor in 1:1 or small groups for live sessions.



Collaborative

Students engage with a dedicated tutor to work with for the duration of the instructional cycle.

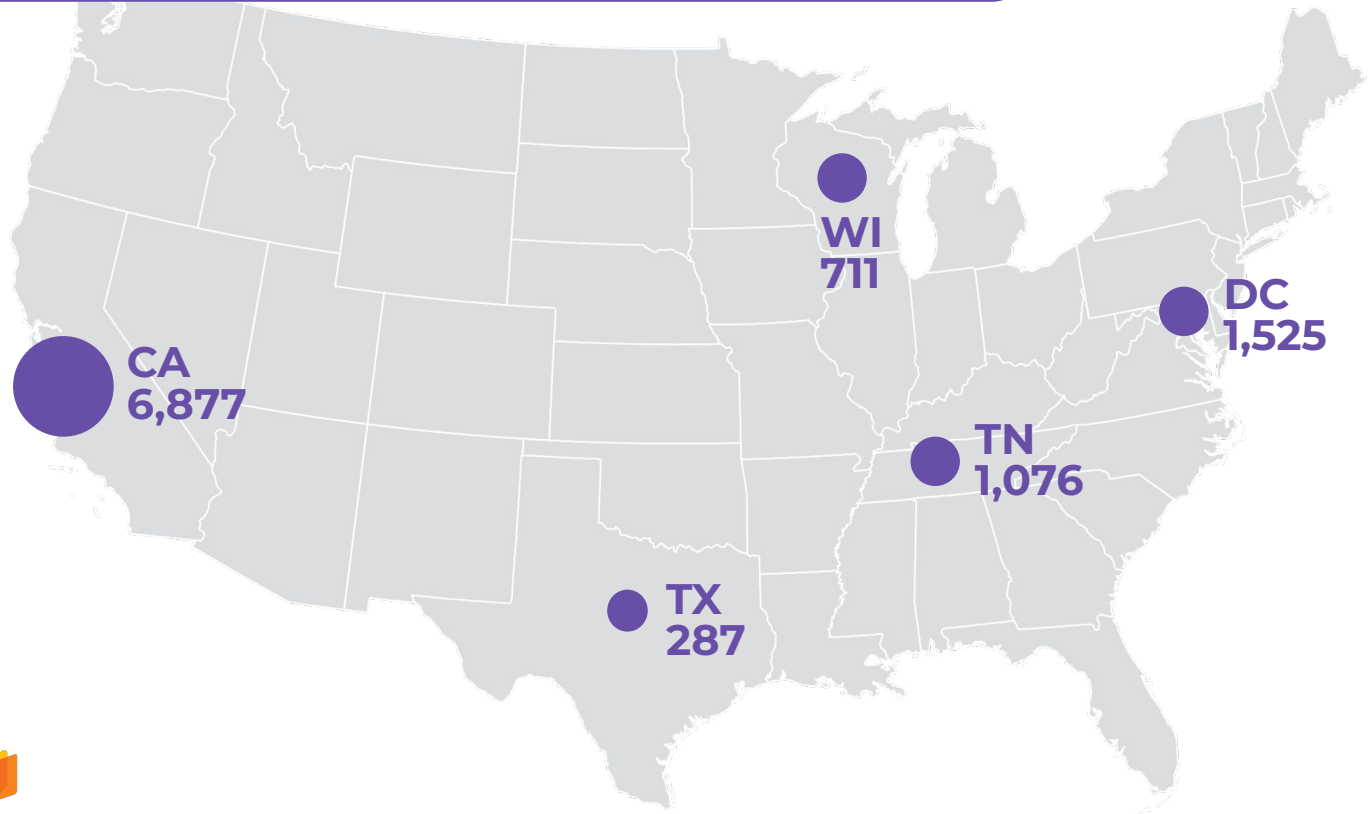


It Works

The average student who uses BookNook sees a 2.4x increase in reading growth.



Rocketship Public Schools



27,508

Total students served



77%

Of students are socioeconomically disadvantaged



Top 10%

Of public elementary school districts serving similar students



Bay Area Schools Impact

Futuro Academy

Los Suenos

Brilliant Minds

Redwood City

Delta Preparatory

Discovery Preparatory

Implementation Details

- » Tutoring sessions: 3 times per week, Monday to Friday, onsite during the school day
- » Session duration: 30 minutes
- » Intervention period: January 2023 to May 2023



965

Student Users



12,737

Completed Sessions



7,150

Hours Attended

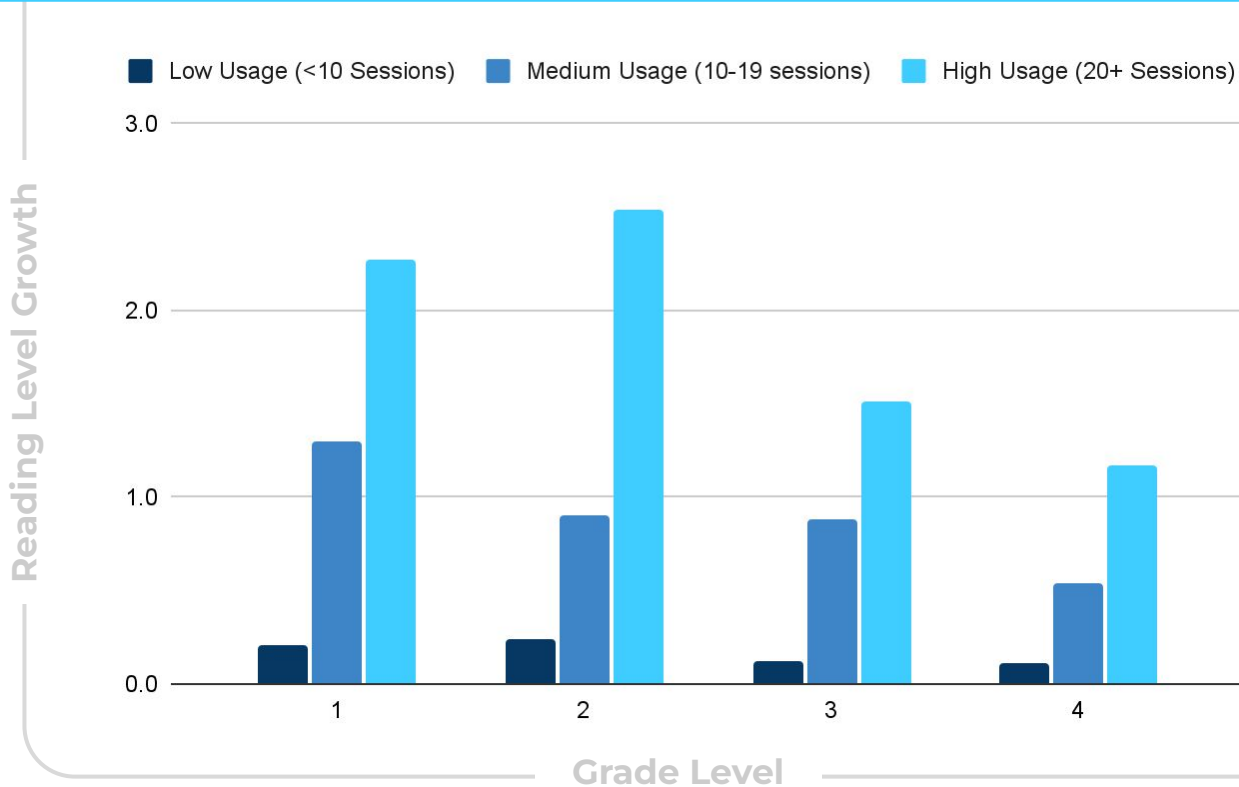


8,790

Standards Passed



Reading Level Increase: All Students



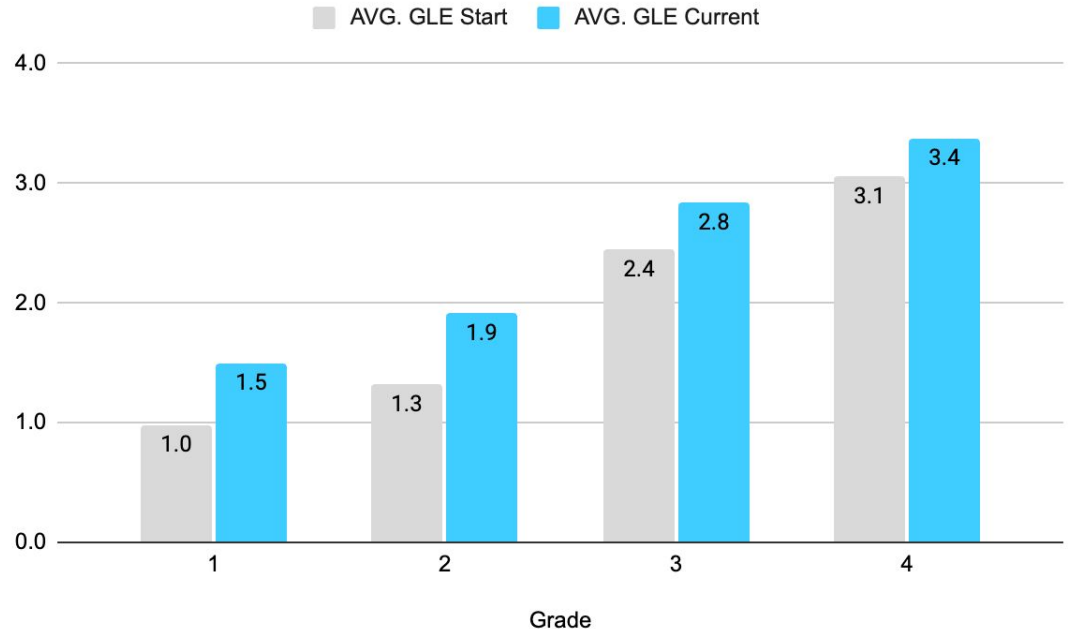
Grade Level Equivalency Increase: High Usage Students

Grade Level Equivalency (GLE):

A conversion of reading level scale values to common grade values represented by integers

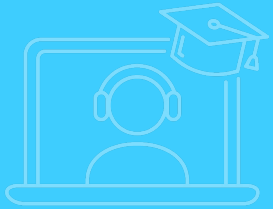
Example: A score of 3.2 GLE suggests the student's skill level is equal to that of a third grader two months into the school year
(Integers = Year | Decimals = Month)

3 MONTH PROGRAM



Q & A





Thank you!





SAN MATEO-FOSTER CITY
SCHOOL DISTRICT

Live • Lead • Learn

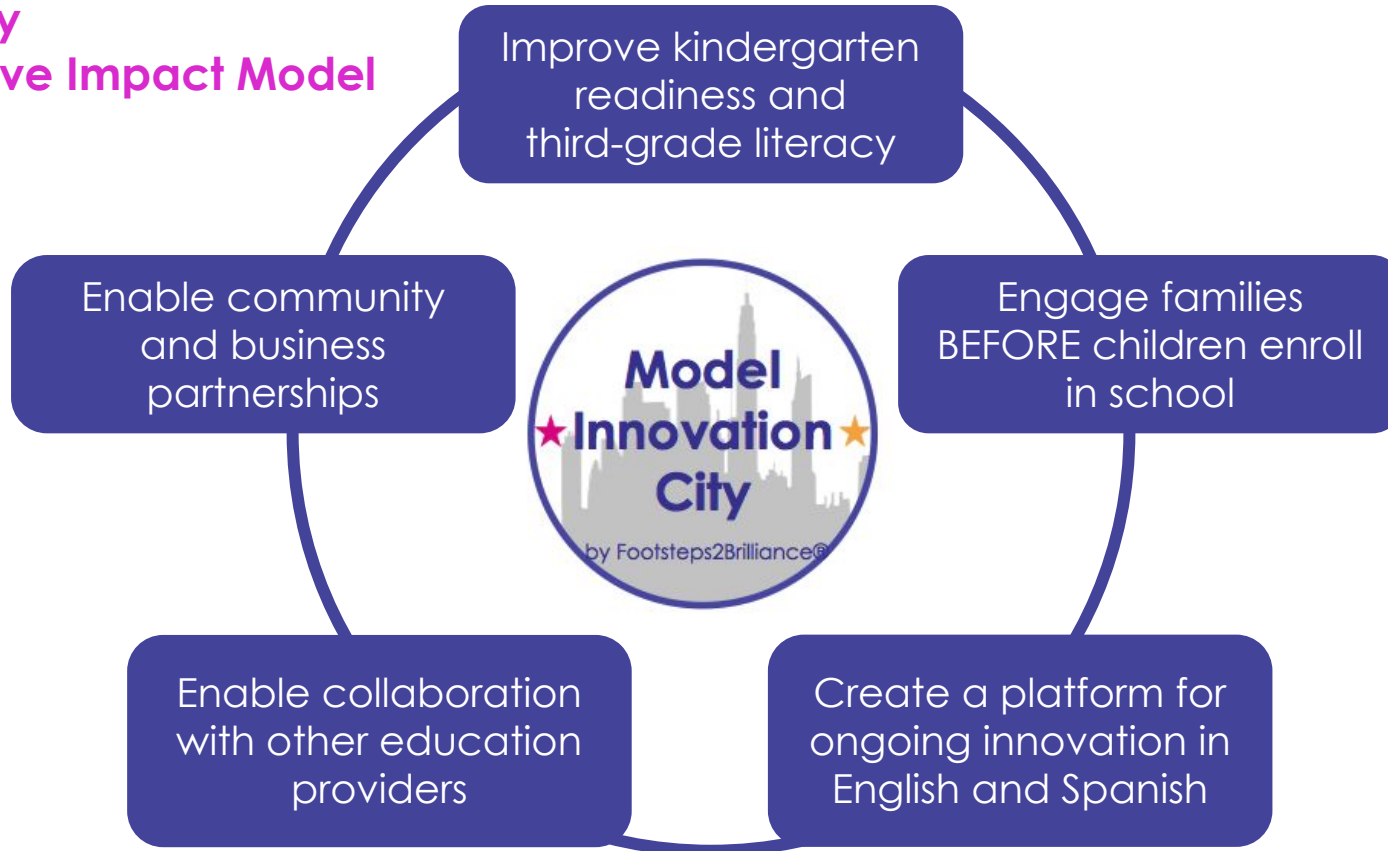


Equitable Communication Strategies

Partnering with Families
to Improve Early Literacy
with Footsteps2Brilliance



Turn-Key Collective Impact Model



The San Mateo-Foster City School District's Board of Trustees adopted the 2022 - 2027 Strategic plan on June 9, 2022.



Strategic Plan
KEY STRATEGIES

SAN MATEO-FOSTER CITY SCHOOL DISTRICT
LIVE • LEAD • LEARN

1 ACHIEVEMENT GOAL
Create learning opportunities for ALL Pre-K through 8th students resulting in closing the achievement gap and culminating in personal and academic success in high school and beyond.

ACHIEVEMENT STRATEGIES

- Provide annual professional development from 2022-2027 focusing on early literacy, math, ELD, classroom instructional models, and science.
- Implement district-wide system of data collection, review, analysis, and reporting to drive instructional change.
- Implement district-wide math instructional coaching model focusing on intensive supports in grades 3 & 7-8 in 2022-2023.
- Implement Cultivating Linguistic Awareness for Voice and Equity in Schools (CLAVES) serving upper elementary English learners to develop strong language and literacy skills.

2 EQUITY GOAL
Reduce inequitable outcomes for ALL students and staff by prioritizing equity, access, & inclusion.

EQUITY STRATEGIES

- Implement district-wide system of data collection, review, analysis, and reporting to investigate instances of inequity related to programs.
- Implement district-wide School Discipline Matrix resulting in increased restorative responses to school behavior.
- Convene districtwide Inclusion Task Force responsible for evaluating data, reviewing research, and recommending district-wide strategies for implementation in 2023-2024.
- Convene districtwide Culturally Responsive Curriculum and Practices Task Force responsible for evaluating data, reviewing research, and recommending districtwide strategies for implementation in 2023-2024.

3 WELLNESS GOAL
Provide a safe, caring, nurturing, and culturally responsive environment for all students to meet the needs of the whole child.

WELLNESS STRATEGIES

- Create District Social Worker positions to remove barriers to learning and address issues that may affect the well-being of the student, both in and out of the school environment.
- Create spaces at sites for students and staff to serve as Wellness Centers.
- Staff training in trauma informed care and restorative practices.
- Wrap-around services (social, medical, mental) for Newcomer students.

SAN MATEO-FOSTER CITY SCHOOL DISTRICT STRATEGIC PLAN 2022-2027



SAN MATEO-FOSTER CITY SCHOOL DISTRICT
LIVE • LEAD • LEARN

5 BUILDING BLOCKS

Our 5 Building Blocks serve as a structure for developing action plan goals. They are deeply embedded in all of our strategies, actions, practices, programs, and processes. If we remain committed to these building blocks, we will achieve all our Strategic Plan goals.

1 Family & Community Engagement
Our commitment is to create a culture in which parents, school staff, and community partners work together to facilitate student growth before, during, and after the school day.

2 Professional Development
The Strategic Plan goal attainment is deeply connected to providing our classified, certificated, and administrative staff with the research-based professional growth they need and deserve.

3 Data-Informed Decision Making
As a high-performing school district, our focus will be on creating data-driven decision-making systems. Every aspect of our work will connect to a process of identifying data, collecting data, analyzing data, and using data to improve.

4 Shared Leadership
The work of guiding programs and schools is not done in isolation. Shared leadership will allow us to tap into the skills and background of all our stakeholders, regardless of language, race, income, positional authority, or access.

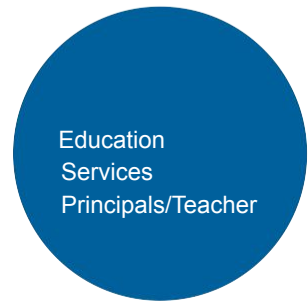
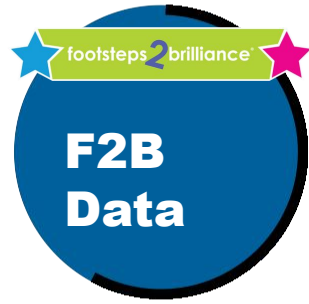
5 Responsible Fiscal Support
Sustainability is a vital component of any Strategic Plan, and ours will be bolstered by thoughtful, well-reasoned fiscal strategies. We will not over-spend or under-resource our goal strategies.



Community Services Specialist

An innovative approach to equitable parent communication.

A Centralized Approach





Start with the Data

Continuous cycles of data to review to create reports using F2B Usage Rates and District Benchmark Literacy Data to identify students who are falling behind.



Direct Communication with Families

Team shares the caseload and begins making calls, sending text messages and/or emails to families about their student's progress in school. Increased F2B usage at-home and books read, technology needs, student attendance and well-being etc. Schedule follow-up calls in 4-6 weeks if needed. Home Visits

4

District

**Community Services
Specialist**

2

Preschool

**Community Services
Specialist**

8

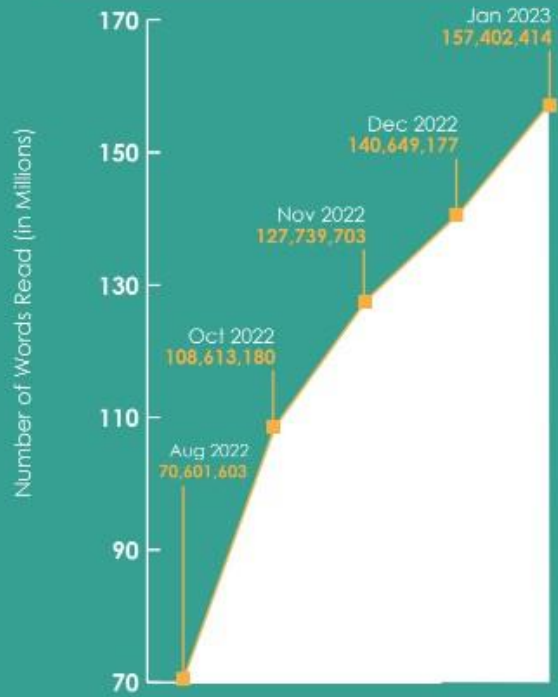
Site

Community Workers

RESULTS OF SAN MATEO-FOSTER CITY & FOOTSTEPS2BRILLIANCE INITIATIVE

San Mateo-Foster City's Footsteps2Brilliance initiative experienced impressive growth this year. Students read more than 157 million words and spent over 56,400 hours on literacy. Students demonstrated increased proficiency in key literacy domains.

AUGUST 2022 - JANUARY 2023 STUDENT ACHIEVEMENT



AUGUST 2022 - JANUARY 2023 USAGE



56,484
TOTAL NUMBER OF
HOURS SPENT ON LITERACY



337,609
TOTAL NUMBER OF
BOOKS READ



157,402,414
VOCABULARY EXPOSURE

Questions & Discussion

Upcoming GLR Learning Tuesdays Webinars:

HAPPY INDEPENDENCE DAY!

Tuesday, July 4, 2023

GLR LEARNING TUESDAYS - PARTNER WEBINAR

How States Are Applying the Science of Reading

Tuesday, July 11, 3–4:30 p.m. ET/12–1:30 p.m. PT

JOIN US FOR GLR WEEK 2023!

July 17-21, 2023

Please stand by...Webinar will begin momentarily!

gradelevelreading.net [@readingby3rd](https://twitter.com/readingby3rd) [#GLReading](https://twitter.com/GLReading) [#LearningTuesdays](https://twitter.com/LearningTuesdays) [#GLRKeepers](https://twitter.com/GLRKeepers)





GLR WEEK 2023

BRIGHT SPOTS AND SILVER LININGS

SAVE THE DATE

JULY 17- 21

