

Measuring & Addressing Learning Loss with Innovative Diagnostic Tools:

California & South Carolina Respond

July 17, 2020

The Campaign for
**GRADE-LEVEL
READING**

Moderator



Hedy Chang
CEO and Executive Director
Attendance Works

Presenters



Noah Bookman
Executive Director
CORE Data Collaborative
CORE Districts



Stephanie DiStasio
Director
Office of Personalized Learning
South Carolina Department of
Education



Jeff Dominitz
Principal Researcher
Education Analytics

What is Rally?

- Designed to help support teachers and school leaders in meeting the needs of students in this unprecedented back to school season
- Brings disparate sources of student information into focus
 - Historical student data
 - Survey measures of well-being and learning environments
 - Formative and progress monitoring data
 - Predictive analytics
 - Equity pauses
 - Interactive note-taking tool
 - Student grouping to facilitate differentiation around specific needs
 - Links to resources for teachers to help their students succeed



What is Rally?

let's rally! [New to Rally?](#) [TAKE A TOUR](#) [FAQs](#) **MY DASHBOARD**

Hello, M. Lopez!

See how your classroom is doing.
0001 Classroom Name

See how a student is doing.
Elida Elsen-Elsen

Teacher Toolbox

- Classroom Rosters
- Manage Groups
- Student Notes
- Information & Resources
- Print Reports

let's rally! [New to Rally?](#) [TAKE A TOUR](#) [FAQs](#) **MY DASHBOARD**

Information & resources

How is **Elida Elsen-Elsen** doing?
Attendance: 93% ELA Grade: B Math Grade: C

Today I noticed...

at a glance

Where does this information come from?

Well-Being: 10/1/2020	ELA: MAP 11/25/20	Math: MAP 11/25/20
Interpersonal Well-Being: 68%	Reading Comprehension	Concepts & Procedures
Intrapersonal Well-Being: 59%	Effective Writing	Problem Solving
Learning Environment: 62%	Speaking & Listening	Communicating Reasoning
		Modeling & Data Analysis

Performance Level:
● standard not met ● standard nearly met ● standard met ● standard exceeded



Survey and Assessment Data

Survey measures of well-being and learning environments



Academic assessment results and predictions



Equity Pauses

let's rally!

New to Rally?

TAKE A TOUR

FAQs

MY DASHBOARD

information & resources

How is Elida Elsen-Elsen doing?

Attendance: 93% ELA Grade: B Math Grade: C

Today I noticed...



"I'm not afraid to ask my teachers questions. They help me most by listening to me."

EQUITY PAUSE

"I wish they would only take me as I am."

VINCENT VAN GOGH

TAKE 5 MINUTES TO PAUSE, NOTICE, AND REFLECT

PRE-WRITE/REFLECT

What opportunities do I have to observe this student work & play, and explore their work samples?

AS YOU ANALYZE THIS DATA, ASK YOURSELF

You may wish to write these down.

1. What biases and blind-spots might affect my perspective and behavior?
2. How can I genuinely approach understanding my students through listening and learning?

HIGHLIGHTED RESOURCE

[Diversity Team Building Activities](#) to assist in creating spaces to hear from and learn more about students.

[DOWNLOAD 324 KB PDF](#)

[ALL RESOURCES](#)



WELL-BEING

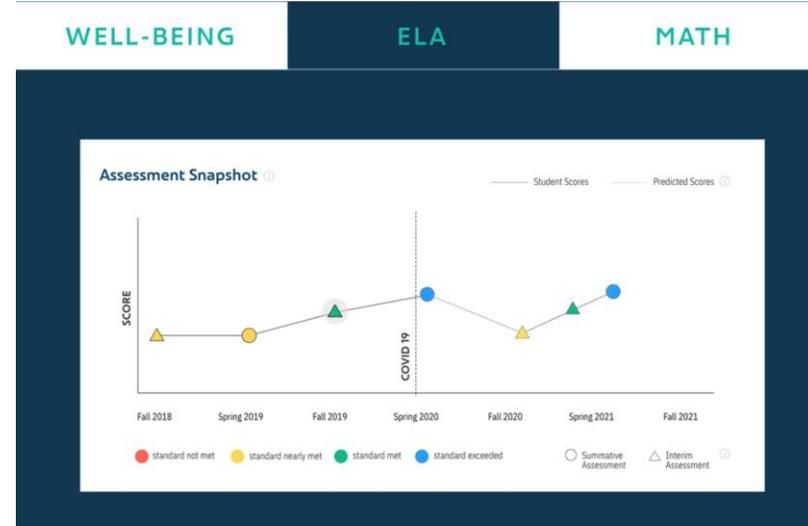
ACADEMIC

GOALS



Predictive Analytics and Modeling

- Not for accountability but for informing practice
- Applies expertise in estimating growth models
 - Before Day 1, estimate where students:
 - Would have been academically in Spring 2020
 - Would be in 2020-21 school year, but for Covid disruption
 - After first academic assessment in Fall 2020:
 - Update predictions for will be in remainder of year
 - Estimate Covid loss
 - Update predictions and monitor recovery throughout the year as more data come in



CORE Districts

- **Fresno Unified**
- **Garden Grove Unified**
- **Los Angeles Unified**
- **Long Beach Unified**
- **Oakland Unified**
- **Sacramento City Unified**
- **San Francisco Unified**
- **Santa Ana Unified**

8 School Districts



>1 Million Students



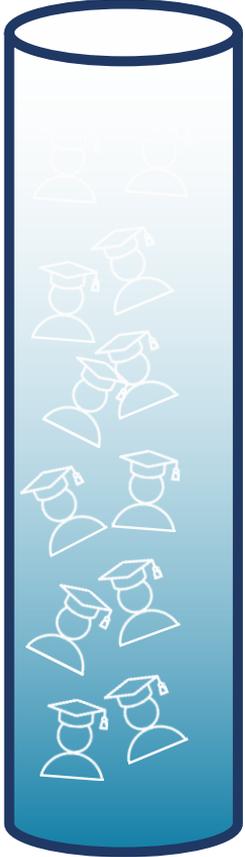
~1,800 Schools



~56,700 Educators



2.4
Million
Students



100,000+
Teachers

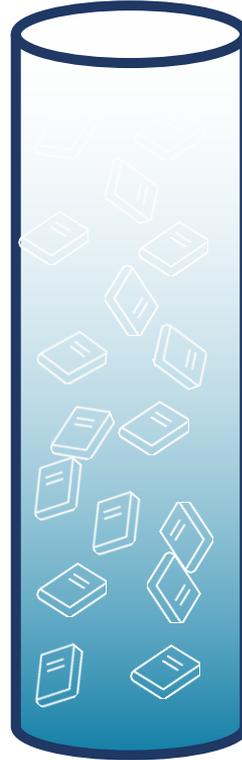


180+
School
Districts

10 County
Offices of
Education



3,000+
Schools



DATA
COLLABORATIVE
COMMUNITY

Created by Districts for
Districts

SCHOOLS



DISTRICTS



IMPROVEMENT

If CORE can support the improvement of specific outcomes by developing continuous improvement structures, mind sets and routines that foster learning at both the district and site levels, then districts and schools will make progress toward producing more reliable, equitable outcomes for their students.

**MORAL
IMPERATIVE**



**FISCAL
STABILITY**



**CAPABILITY
BUILDING**



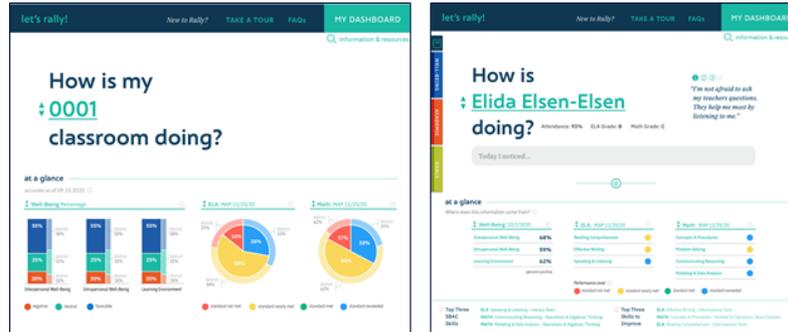
**DATA &
ANALYTICS**



Rally Analytics Platform: Our Why at CORE

We are committed to supporting teachers and school leaders in efforts to understand and support the holistic needs of students in this unprecedented back to school season.

We are working to provide our schools with access to Rally, an **interactive platform** designed to help teachers and school leaders track and reflect on the well-being and academic effects of how students are experiencing the world in recent months—in one place.



Rally is being offered at no additional cost to all members of the CORE Data Collaborative during SY 20-21.

An opportunity to see well-being and academic data in one place.

How is my
 ↕ 0001
 classroom doing?



WELL-BEING

ELA

MATH

assessment

Assessment Title

Classroom Performance

	standard not met	standard nearly met	standard met	standard exceeded	not yet assessed
OVERALL	23%	44%	33%		
- Reading Comprehension	22%	25%	33%		
- Literary Texts	21%	32%	33%		
- Informational Texts	24%	27%	33%		
+ Effective Writing	21%	32%	33%		
+ Speaking & Listening	24%	27%	33%		

Student Roster

by name

Jaclyn Joon	3	edit group	exceeding
Marci Musser	4	edit group	exceeding
Eleni Ebron	3	edit group	exceeding
Herbert Heister	4	edit group	exceeding
Fredda Fast	1	edit group	exceeding
Elouise Elsberry	4	edit group	nearly met
Minh Millspaugh	2	edit group	nearly met
Eida Eisen-Eisen	3	edit group	nearly met
Angia Adam	1	edit group	not met
Abbey Adams	2	edit group	not met
	3	edit group	not met
	4	edit group	not met

MANAGE CLASSROOM

automatically group students by:

similar performance

mixed performance

6 number of students / group

GENERATE

MANAGE CLASSROOM

Your groups have been created! Would you like to assign these groups for all targets in this class?

yes, please!

no, thanks

SAVE

EDIT GROUP

1 2 3

2 3 4

add group

SAVE

Quick Note...

WELL-BEING

ELA

assessment

Assessment Title

Classroom Performance

	standard not met	standard nearly met
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Reading Comprehension

Student Roster

create by name by group

Jaclyn Joon	1	edit g	
Marci Musser	2	edit group	exceeding
Eleni Ebron	3	edit group	exceeding
Herbert Heister	4	edit group	exceeding
Fredda Fast	1	edit group	exceeding
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WELL-BEING

ELA

MATH

An emphasis on the whole child.

assessment date ⓘ

9/15/2020

interpersonal well-being

During the past week, how often did you feel _____ ?

	almost never	once in a while	sometimes	frequently	almost always
excited	23%	44%	33%		11%
happy	23%	44%	33%		11%
loved	23%	44%	33%		11%
safe	23%	44%	33%	33%	11%
helpful	23%	44%	33%	33%	11%
kind	23%	44%	33%	33%	11%

Eleni Ebron
Herbert Heister
Fredda Fast
Elouise Elsberry

about this survey...

WELL-BEING

ELA

MATH

assessment date ⓘ

9/15/2020



interpersonal well-being

During the past week, how often did you feel _____ ?

	almost never	once in a while	sometimes	frequently	almost always
excited	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
happy	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
loved	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
safe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
kind	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

A focus on equity driven continuous improvement.

◆ Elida Elsen-Elsen

doing?

Attendance: 93% ELA Grade: B Math Grade: C

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WELL-BEING



ACADEMIC



GOALS



SOUTH CAROLINA FRAMEWORK FOR PERSONALIZED LEARNING

Personalized learning is an educational framework that supports all students as they seek to achieve the knowledge, skills, and characteristics identified in the Profile of the South Carolina Graduate. By fostering student ownership of learning, developing learner profiles and learning pathways and adopting flexible learning environments, each student's education experience is tailored to meet his or her unique strengths, needs, and goals.

STUDENT OWNERSHIP

Students are actively engaged in their own success and have a voice in their education as they seek to achieve the Profile of the South Carolina Graduate. Responsibility for the learning and culture is shared between learners and educators. Students know what they are learning, why they are learning it, how they will learn it, and how they will know and show when they have learned it. Goal setting and reflection are constants.

LEARNER PROFILES

Learner profiles are up-to-date records that provide a deep understanding of each student's progress toward meeting the knowledge, skills, and characteristics of the Profile of the South Carolina Graduate as well as his or her unique strengths, needs, and goals. Meaningful evidence of learning from multiple sources is used to inform learner profiles including pre-and post-assessments and frequent formative assessments.



LEARNING PATHWAYS

Using data from learner profiles, learners and educators work together to create personalized learning pathways that will support students in achieving the knowledge, skills, and characteristics of the Profile of the South Carolina Graduate. Students enter the progression of learning based on their readiness level and pathways adapt to each student's learning progress, motivation, and goals. The pace of instruction is based on individual student needs and is calibrated to keep students on track for graduation and college-and-career-readiness. Students may accelerate, take additional time, or dig deeper into an area of interest based on their personal learning pathway. Students have personalized opportunities for learning and demonstrate meaningful evidence of learning. Evidence of learning is used to determine when a student is ready to move on.

FLEXIBLE LEARNING ENVIRONMENTS

Learning takes place all the time, everywhere as students work toward achieving the Profile of the South Carolina Graduate. Learning takes place beyond the school day, school year, and school walls. Within the school day and school walls, the environment is adjusted to meet the needs of learners. Staffing and other operational elements are adapted to meet student needs and goals.

The personalized learning framework for the State of South Carolina was developed using resources from the following organizations: the Bill and Melinda Gates Foundation, Competency Works, the Council of Chief State School Officers, INACOL, KnowledgeWorks, the National Center for Innovation in Education, the Nellie Mae Education Foundation, and the U.S. Department of Education.

12/9/16 | Version 1.0

PROFILE OF THE South Carolina Graduate

WORLD-CLASS KNOWLEDGE

Rigorous standards in language arts and math for career and college readiness

Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences



WORLD-CLASS SKILLS

Creativity and innovation
Critical thinking and problem solving

Collaboration and teamwork
Communication, information, media and technology
Knowing how to learn

LIFE AND CAREER CHARACTERISTICS

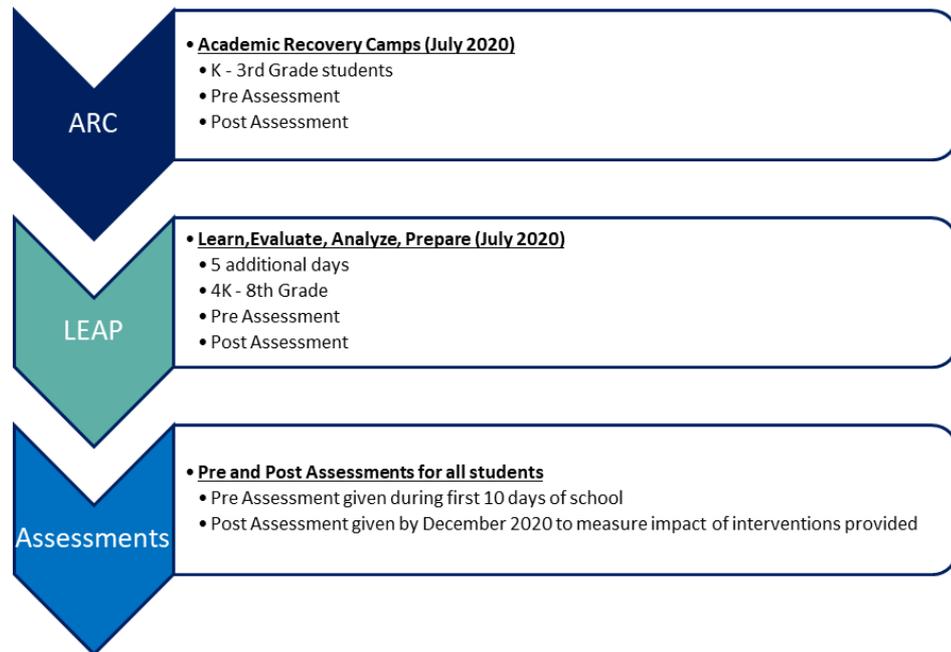
Integrity • Self-direction • Global perspective • Perseverance • Work ethic • Interpersonal skills

© SCASA Superintendents' Roundtable

Adopted by: SC Arts Alliance, SC Arts in Basic Curriculum Steering Committee, SCABCED, SC Chamber of Commerce, SC Commission on Higher Education, SC Council on Competitiveness, SC Education Oversight Committee, SC School Boards Association, SC State Board of Education, SC State Department of Education, TransformSC Schools and Districts



AccelerateEd Task Force Recommendations & SC Legislative Requirements for Return To School



Questions & Discussion

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HOWARD HEINZ ENDOWMENT • VIRA I. HEINZ ENDOWMENT

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CPB-PBS READY TO LEARN INITIATIVE



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FOUNDATION



Wyncote
Foundation

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GLR WEEK 2020 JULY 13–17

Maintaining Momentum in Mississippi: Conversation With Dr. Carey Wright

July 14, 2020, 3–4:30 p.m. ET – Open to All

Reaching and Supporting Parents Through 211 – A Fishbowl Conversation for United Ways With Leaders in Delaware, Texas and Utah

July 15, 12:30–2 p.m. ET – For United Ways Only

Rebuilding the Childcare System – The Role of Shared Services & Staffed Family Childcare Networks: A Fishbowl Conversation With Leaders in Colorado, Hawaii, Nebraska and Oregon

July 16, 12:30–2 p.m. ET – Open to All

COVID-19 and Education: Ensuring Equity as We Address COVID-19 Learning Loss

Friday, July 17, 2 p.m. ET – Sponsored by McKinsey & Company – Open to All

Measuring & Addressing Learning Loss With Innovative Diagnostic Tools: California & South Carolina Respond

Friday, July 17, 3–4:30 p.m. ET – Open to All

Upcoming GLR Learning Tuesdays Webinars:

PARTNER WEBINAR

Meeting Families Where They Are: Leveraging Spaces to Advance Early Learning and Literacy
Tuesday, July 21, 3 p.m. ET/12 p.m. PT

PARTNER WEBINAR

Relationships Matter: Partnering With Families to Support Early Relational Health
Tuesday, July 28, 3 p.m. ET/12 p.m. PT

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



Announcing! New Funder to Funder Conversation Series

FUNDER TO FUNDER With the J.B. and M.K. Pritzker Family Foundation

Supporting Children and Families in Earliest Years

Tuesday, July 14, 12:30 p.m. ET/9:30 a.m. PT

**Part of GLR Week 2020*

FUNDER TO FUNDER With the Heising-Simons Foundation

Family and Community Math: An Essential Part of an Early Learning Strategy

Tuesday, July 21 12:30 p.m. ET/9:30 a.m. PT

FUNDER TO FUNDER With the Buffett Early Childhood Fund and Foundation for Child Development

Investing in the Early Educator Workforce

Tuesday, July 28, 12:30 p.m. ET/9:30 a.m. PT

