

Student Assessment and Learning Recovery: Promising Options to Inform Differentiated Instruction

April 6, 2021



The Campaign for
**GRADE-LEVEL
READING**

Moderator



Tommy Chang, Ed.D.

Senior Advisor for Strategy & Programs
Great Public Schools Now
@drtommychang | @greatschoolsia

Co-Presenters



Karen Barton, Ph.D.

Executive Vice President, State
Solution Design and Development
NWEA
[@NWEA](#)



Larry Berger

CEO
Amplify
[@LarryAmplify](#) | [@Amplify](#)



Kristen Huff, Ed.D.

Vice President, Assessment
and Research
Curriculum Associates
[@Khuff8](#) | [@CurriculumAssoc](#)

Commentator



Lillian M. Lowery, Ed.D.

Vice President & Chief Operating Officer
Educational Testing Service
@ETSInsights

Unprecedented numbers of students have disappeared during the pandemic. Schools are working harder than ever to find them.

By Moriah Balingit, The Washington Post, Feb. 25, 2021

Missing in the Margins

Marginalized Students Definition

Students in foster care, students experiencing homelessness, students with disabilities, English Learners, and migrant students

Marginalized Students Nationwide

12,388,000



How Many Students May Be Without Access to Education?

1%

123,880
Students

Roughly equal to 234
total schools based on
average enrollment.

5%

619,400
Students

The second-largest
school district in
America.

10%

1,238,800
Students

More than all the
children in Los Angeles.

25%

3,097,000
Students

Roughly equal to the entire
school-aged population of
the state of Florida.

BELLWETHER
EDUCATION PARTNERS

The Atlantic ON TEACHING

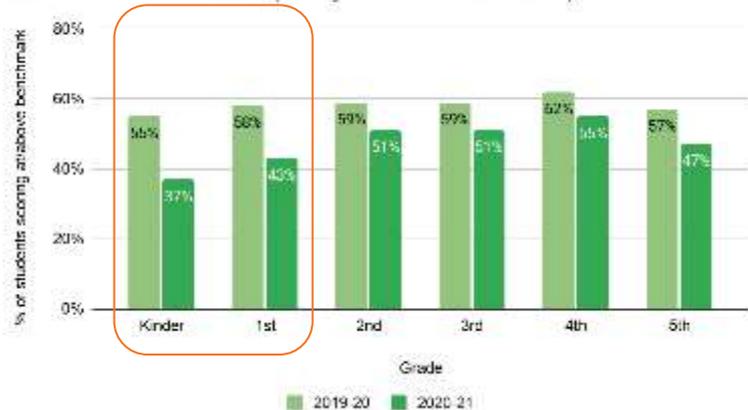
The Pandemic Is a Crisis for Students With Special Needs

Some students rely on schools for the personal, hands-on attention of specialists. What do they do now?

FAITH HILL APRIL 18, 2020

Reading performance at mid-year

DIBELS 8: % on track (ready for core instruction)



DIBELS 8: % far behind (needing intensive intervention)



Student readiness for core instruction at middle of year has declined from prior year in all grades, but most significantly in grades K-1. There has been a corresponding increase in students who are far behind and require intensive intervention. This drop is unprecedented in the previous 20 years of our data.



What We've Learned about Unfinished Learning

Insights from Midyear Diagnostic Assessments

Curriculum Associates Research Brief | March 2021

Why Focus on In-School Assessment Data?

This analysis focused on assessment data from in-school testing locations because it is:

- More consistent with historical testing conditions
- Less variable from student to student, and, therefore:
- A more valid comparison to historical performance

Key Findings

- Unfinished learning is greater this winter compared to prior school years.
- Unfinished learning in reading is greater for students in Grades 1–7, particularly in early elementary grades.
- Unfinished learning in mathematics is greater for students in all grades, particularly elementary grades.
- Unfinished learning is greater for students in schools serving majority Black and Latino students.
- Unfinished learning is greater for students in schools located in lower-income zip codes.
- It is too early to tell if students are catching up from starting behind in the fall.



Are there different populations of students testing In School vs. Out of School in Winter 2020?



Students Testing In School

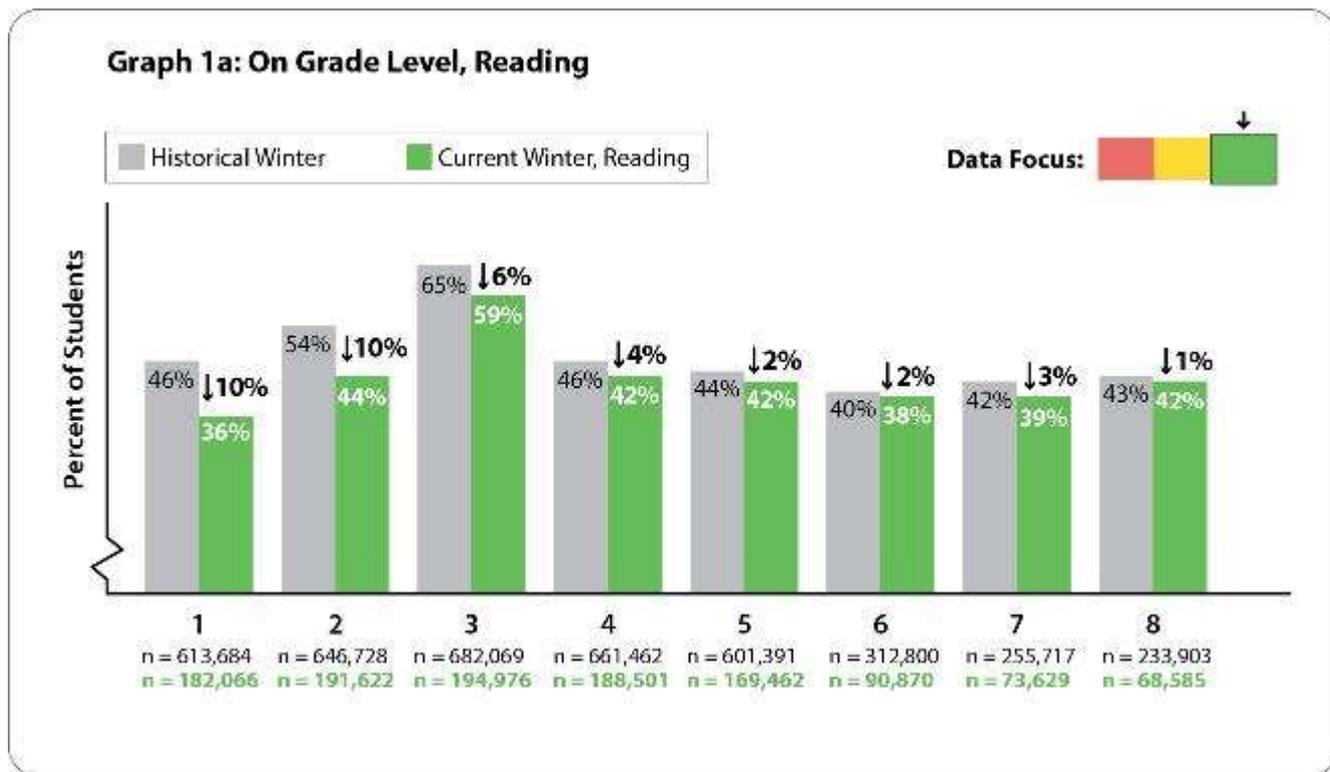
- More likely to be in schools serving a higher percentage of White students
- More likely to be in schools located in lower income zip codes
- More likely to be in schools located in towns, rural areas (i.e., farther from a city)
- Historically above average



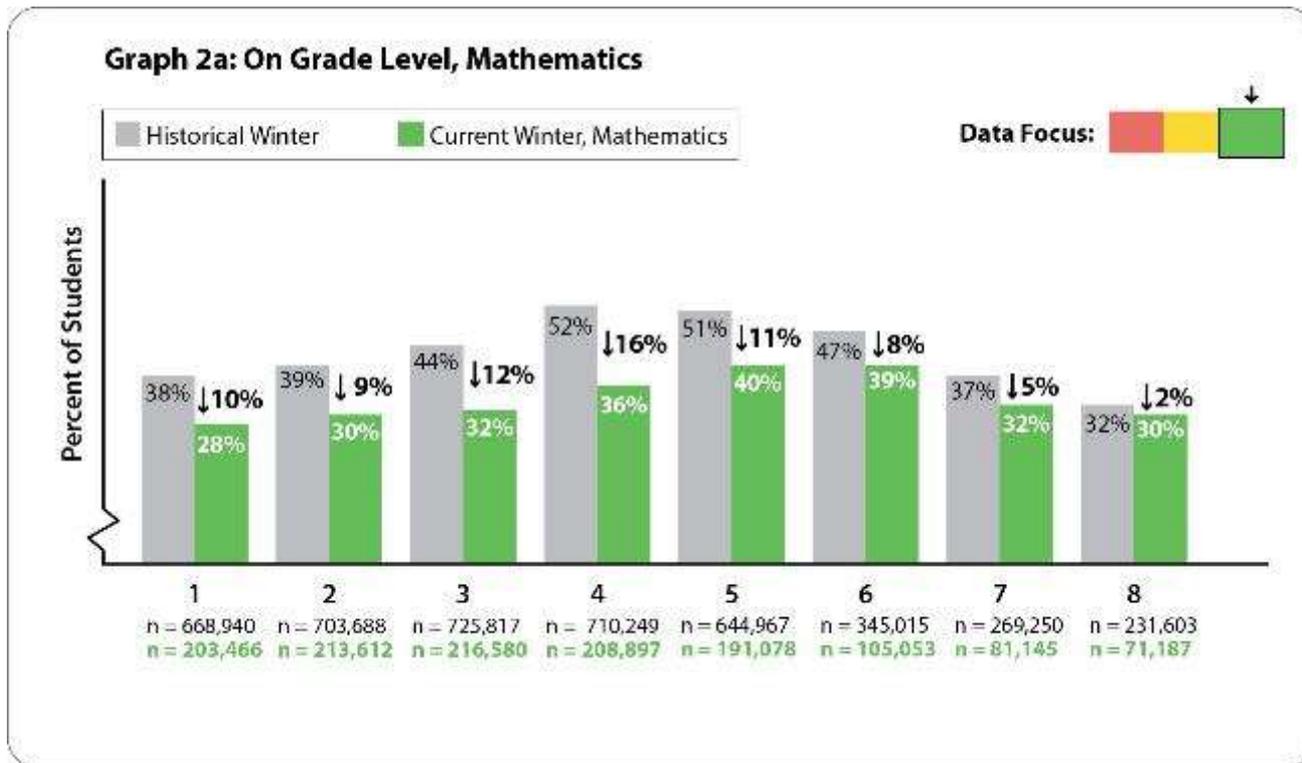
Students Testing Out of School

- More likely to be in schools serving a higher percentage of students of color
- More likely to be in schools located in cities and suburbs (i.e., closer to a city)
- Historically at or below average

Unfinished learning in Reading is greater this winter compared to prior school years, particularly in early elementary grades.

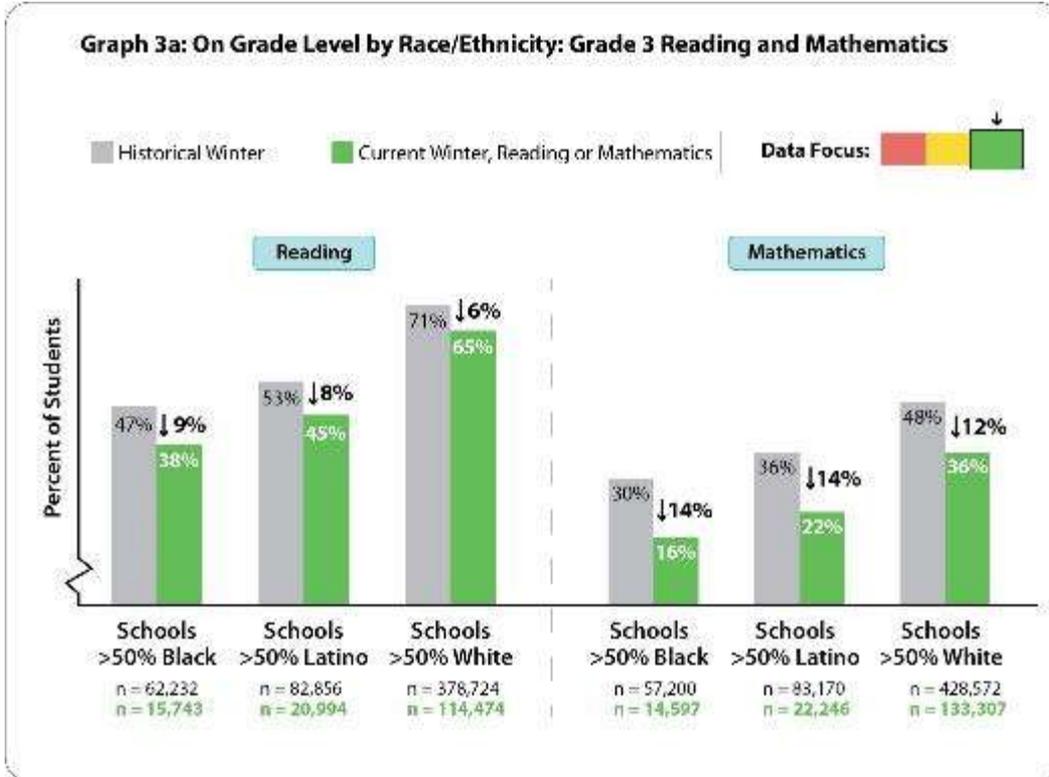


Unfinished learning in Mathematics is greater this winter compared to prior school years, particularly in elementary grades.



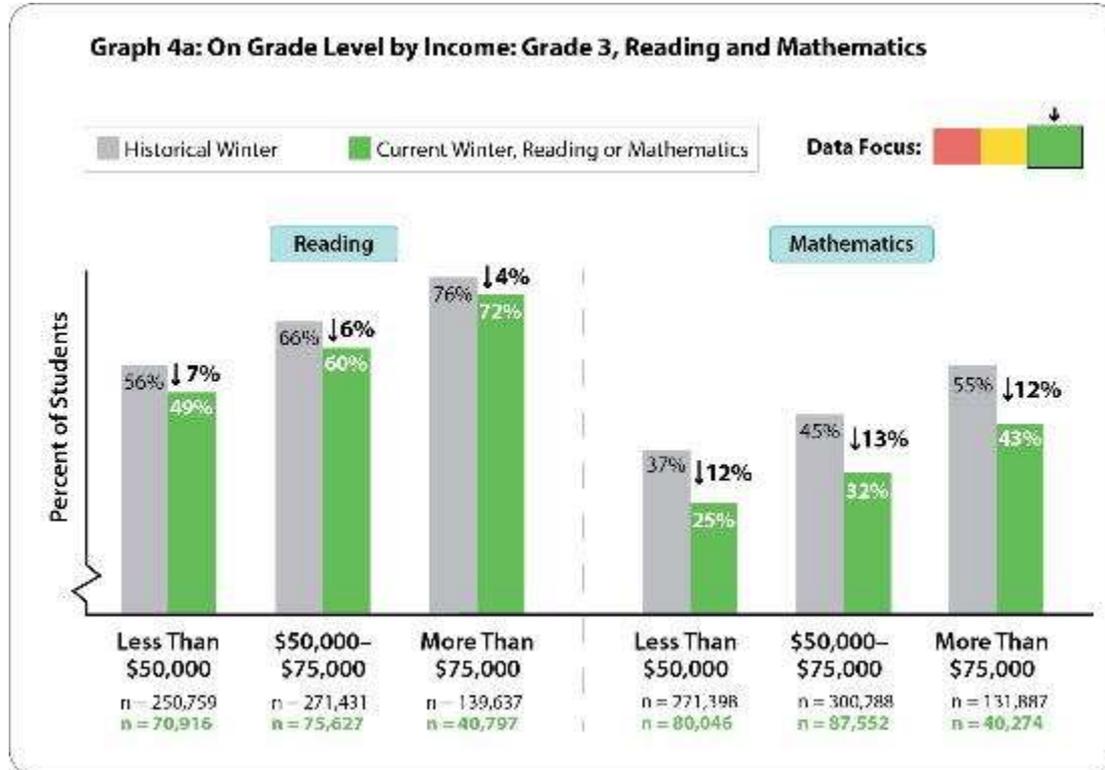


In **Grade 3**, unfinished learning is greater in schools serving a majority of Black or Latino students compared to schools serving majority White students; this is also true historically.



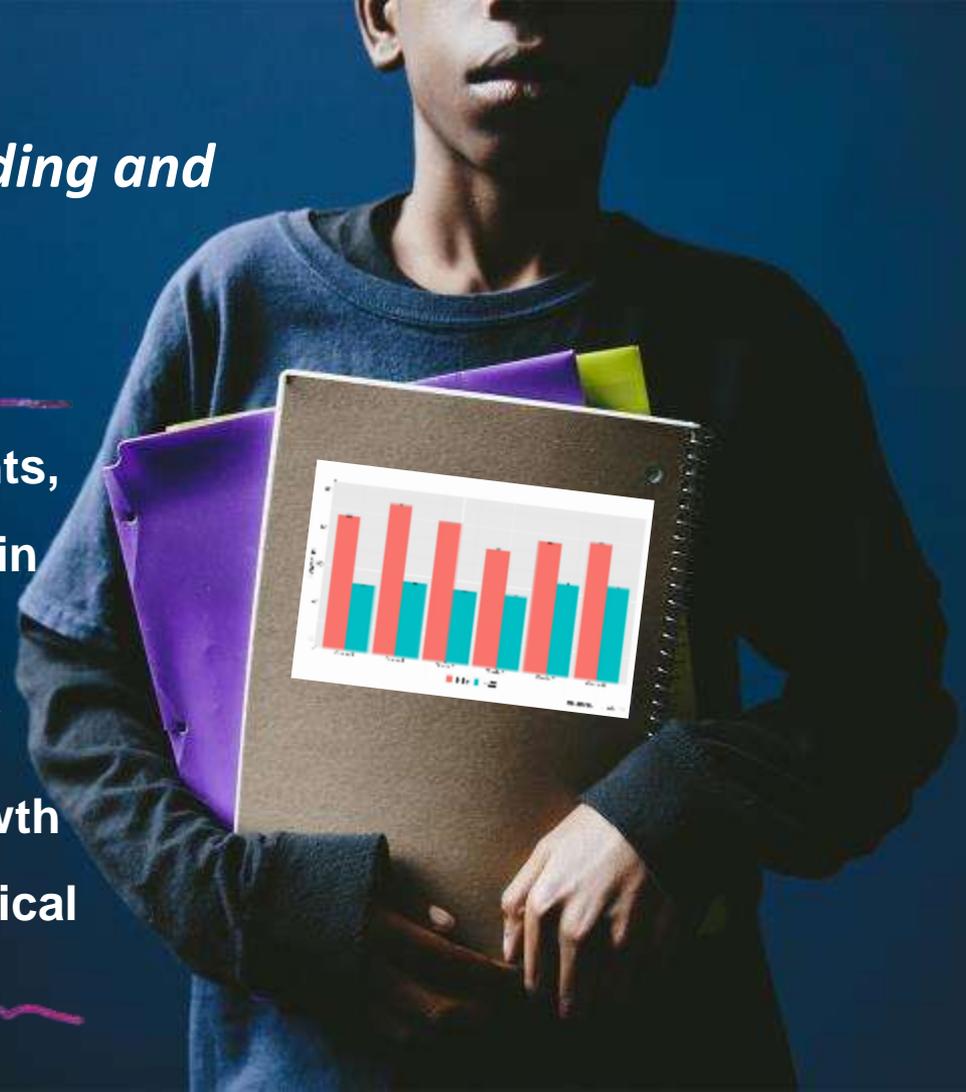


In **Grade 3**, unfinished learning is greater for students in schools in lower income zip codes in Reading and Mathematics; this is also true historically.



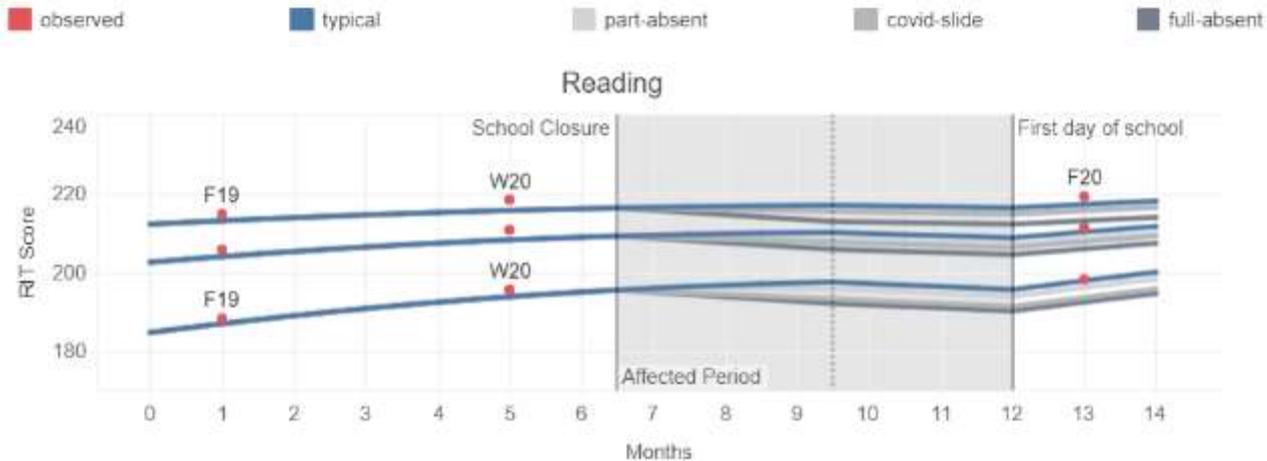
Learning in COVID-19: Initial findings on students' reading and math achievement and growth

In a study of 4.4. million students, most students showed growth in both reading and math achievement since the onset of COVID-19 disruptions, but growth in math was lower than in a typical year.



Missingness Matters

The lack of data on our most vulnerable students warrants caution.



- A sizable population of the most vulnerable students were not assessed in fall 2020
- Their achievement is not reflected in the data
- Impacts of COVID-19 on student achievement are likely underestimated

Change

**How will we,
in this moment,
make a difference
in their lives?**



ESSA: SEC. 1001. STATEMENT OF PURPOSE.

"The purpose of this title is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps."



A Call to Action for Accountability

Nothing worth having comes easy.

Theodore Roosevelt

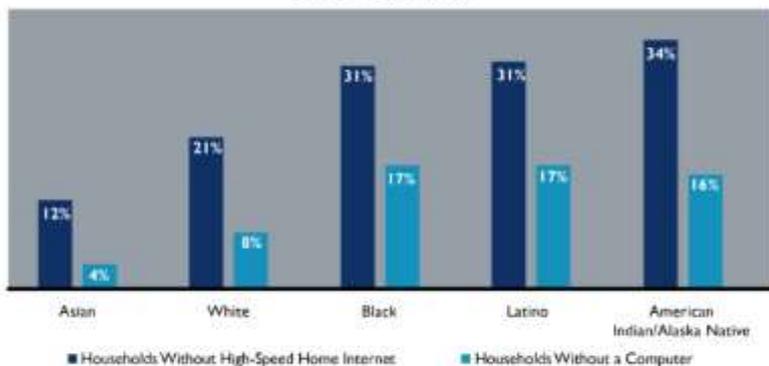
How do we support schools, educators, communities, and programs?

- (re)Defining outcomes that matter
- Creating Theories of Change
- Providing context in assessments
- Supporting school improvement, including access, technologies, and PL
- Partnering for Progress

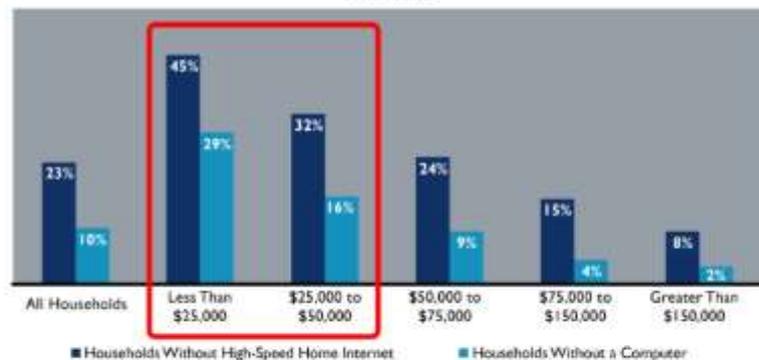


Lack of High-Speed Internet and Device Access

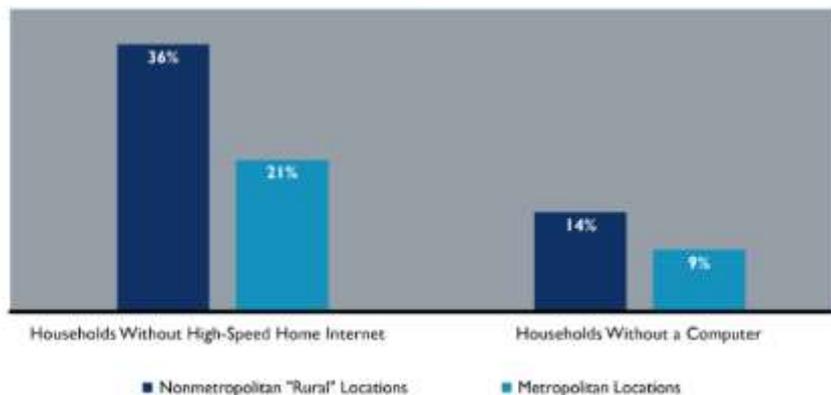
Race & Ethnicity



Income



Location



CARES Act funds new satellite internet pilot program to connect Ocracoke students

© March 8, 2021 Submitted



Ocracoke village [photo courtesy National Park Service]



In our Non-Fiction Unit, We will be reading and learning about the Japanese Internment Camps during WWII.

But, before we begin let's learn a little bit about Japan...

JAPAN



Remains of World War II

Remains of World War II

ポニー

ポニー

yo yo ma

JAPAN
EDU



Questions & Discussion

Upcoming GLR Learning Tuesdays Webinars:

CRUCIBLE OF PRACTICE

Our Story: Early Childhood Matters With Story County Reads, Iowa

Tuesday, April 13, 12:30 p.m. ET/9:30 a.m. PT

LEARNING LOSS RECOVERY CHALLENGE

ARPA Bets Big on Accelerating Learning Recovery

Tuesday, April 13, 3 p.m. ET/12 p.m. PT

FUNDER-TO-FUNDER CONVERSATION

Building on the American Rescue Plan: What's Next for Reducing Child Poverty

Tuesday, April 20, 12:30 p.m. ET/9:30 a.m. PT

LEARNING LOSS RECOVERY CHALLENGE

\$20 B for Afterschool & Summer: Realizing the Opportunity for Communities

Tuesday, April 20, 3 p.m. ET/12 p.m. PT

LEARNING LOSS RECOVERY CHALLENGE

The Fall K-3 Classroom: What the Data Imply About Composition, Challenges & Opportunities

Tuesday, April 27, 3 p.m. ET/12 p.m. PT

Please Join Us!

gradelevelreading.net @readingby3rd #GLReading #LearningTuesdays

