Teaching and Learning in the Time of COVID: Presentation to the ARISE Board

9/17/20

Chris Rozeville
Trevor Gardner

Quiz

A. Mad Professor

B. Director of Linked Learning and Pathway

C. Dean of STEM

D. Instructional Guru

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ARISE School wide Focus

At ARISE, we will create engaging learning environments that are differentiated to be rigorous for all learners and anchored in social and restorative justice.

Impact of COVID and Online Learning

- Prioritizing student and staff wellness
- Less face to face instructional time (90 minutes per week of synchronous learning)
- Data from previous years is less relevant, so baselines are had to figure
- Majority of PD time so far spent on skills, strategies, and tools for online learning

Focus: Instruction

In Online Instructional Observations, **80%** of classrooms will be at a 3-4 in the online instructional core indicators:

Teacher differentiates and scaffolds to ensure equitable access to learning targets, activities, and texts for all students, especially English learners and students with IEPs and 504s

Teachers use multiple strategies to keep students engaged throughout an online lesson

Students write every class period and writing task requires them to reflect, think critically, and make meaning of complex texts.

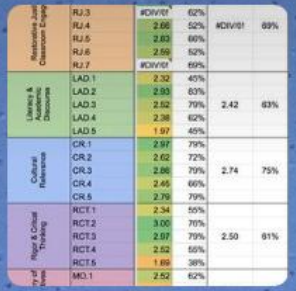
- Consistent PD around differentiating lesson plans, in particular PD for online learning
- All teachers turn in lesson plans; coaches will review and give feedback on lesson plans weekly, with a particular focus on differentiation and writing
- In Departments, teachers engage in reteaching feedback cycles based on PD outcomes
- Instructional leaders conduct monthly Online Instructional Core observation rounds and adjust PD based on data
- Coaches will meet as a team biweekly to consult and support the development of each other's practice
- Instructional leaders conduct monthly Online Instructional Core observation rounds

Restorative Justice & Classroom Engagement	RJ.1	3.31	93%		
	RJ.2	3.21	90%		
	RJ.3	#DIV/0!	62%		
	RJ.4	2.66	52%	#DIV/0!	69%
	RJ.5	2.83	66%		
	RJ.6	2.59	52%		
	RJ.7	#DIV/0!	69%		
Literacy & Academic Discourse	LAD.1	2.32	45%		
	LAD.2	2.93	83%		
	LAD.3	2.52	79%	2.42	63%
	LAD.4	2.38	62%		
	LAD.5	1.97	45%		
Cultural Relevance	CR.1	2.97	79%		
	CR.2	2.62	72%		
	CR.3	2.86	79%	2.74	75%
	CR.4	2.45	66%		
	CR.5	2.79	79%		
Rigor & Critcal Thinking	RCT.1	2.34	55%		
	RCT.2	3.00	76%		
	RCT.3	2.97	79%	2.50	61%
	RCT.4	2.52	55%		
	RCT.5	1.69	38%		
Mastery of Objectives	MO.1	2.52	62%		
	MO.2	1.75	34%	2.11	47%
	MO.3	2.07	45%		

Results from Online Instructional Core Observations Round #1

[Link Here]

Collaborate Board



Restorative Justice & Classroom Equity	RJ.3	#DIV/0!	62%		
	RJ.4	2.66	52%	#DIV/0!	69%
	RJ.5	2.83	66%		
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Rigor & Critical Thinking	RCT.1	2.34	55%		
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	RCT.3	2.57	79%	2.50	61%
	RCT.4	2.52	55%		
	RCT.5	1.69	38%		
Theory of Action	MO.1	2.52	62%		

Instructional Core Observation Cycle #1

What do you notice as you look over the data?

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Focus: Student Learning	
Math	
60% of students who take the NWEA Map Math Screening 6+ will at least maintain their grade level score while 20% will increase by more than one grade level (or increase by 8 -10 rite points) from Fall to Spring ARISE will increase math SBAC scores to at least 15% proficient or advanced for the 2020-2021 school year	• Continue to build out and revamp testing scope and sequence that backwards maps testing and reteaching for each math course • Professional development time and training on reviewing NWEA and testing data (framing for teachers and students) • Professional development time to plan reteaching cycles, including coaching and observations • Continue school wide focus on differentiating instruction, with an emphasis on differentiated instruction online (Instructional Core Differentiation: Teacher differentiates and scaffolds to ensure equitable access to learning targets, activities, and texts for all students, especially English learners and students with IEPs and 504s) • Continue and replicate SBAC plan from 1920 emphasizing problem solving and word problems • Integrate evidence, and analysis components of student math word problems from the writing assessment rubric in 11th grade math classes • In math classes deemphasize and take time away from collaborative projects and performance assessments to make room for more reteaching cycles • Targeted differentiated small group instruction determined by teachers on a weekly basis (Guided Group time)

Focus: Student Learning	
Writing	
All students will demonstrate growth of an average of at least 1/2 level on the writing assessment rubric on the core writing learning targets (thesis, evidence, analysis, organization) from Fall to Spring.	• Throughout the 2020-2021 school year, Math and Science will use their data analysis tool to emphasize *evidence* and *analysis* • Integrate the Writing Assessment into the Social Science benchmarks (3x per year) • Provide PD time to grade, and review data to plan for reteaching • Social Science Department will focus on writing during Department meeting times • Targeted differentiated small group instruction determined by teachers on a weekly basis (Guided Group time)

How are we going to get there?

- Team Freire
- Instructional Coaching
- PD that is responsive to data
  - Reteaching cyles
- CCARP (Collaborative Community Action Research Project)

How are we going to know if we got there?

- Monthly Instructional Rounds data
- MAP testing 3x per year:
  - Reading 6+
  - Math 6+
- Writing Benchmark Assessments
- Content Math Benchmark Assessment

Open Ended Question

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Instructional Rounds Comparison

Indicator	September 2019	September 2020
Restorative Justice and Classroom Engagement	46%	69%
Literacy and Academic Discourse	29%	61%
Cultural Relevance	35%	74%
Rigor and Critical Thinking	38%	59%
Mastery of Objectives	22%	46%

Questions and Input

Instructional Data Updates
11/17/20

Christopher Rozeville
Trevor Gardner

Overview

Goals

Online Testing Methods and Completion

Student Data

Strengths, Areas of Growth, and Next Steps

Re-teaching Plans

Math

Writing/Historical Thinking Skills

Literacy

Summary

Content	Goal	Fall Baseline
Math	60% of students who take the NWEA Map Math Screening 6+ will at least maintain their grade level score while 20% will increase by more than one grade level (or increase by 8 -10 rite points) from Fall to Spring	Currently an average of 42% of students who took the NWEA Map Math Screening 6+maintained their grade level score.
Writing	All students will demonstrate growth of an average of at least 1/2 level on the writing assessment rubric on the core writing learning targets (thesis, evidence, analysis, organization) from Fall to Spring.	See spreadsheet HERE
Literacy	We changed our tool so we are developing new goals	

Focus: Student Learning	
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Overall NWEA COMPLETION BY GRADE LEVEL- REMOTE TESTING

Freshman: 78%

Sophomore: 46%

Junior: 55%

Senior: 39%

Average testing time: 42 min (site said it would be about 25 min)

- Two week build up for testing
- Assessment participation was mandatory and was graded
- Testing occurred during GG time
- Follow-ups and retesting

Overall NWEA RIT Grade Level by Math Course

	K - 5	6 - 8	9	10	11	12
ALGEBRA 1	29	27	27+			
GEOMETRY	18	10	4	31+		
ADVANCED ALGEBRA	7	14	10	3	4	23
PRECALCULUS	1	1	2	1	2	9
College Math	0	2	1	1	4	16
Overall 2021	22%	22%	18%	15%	4%	19%
Overall 1920	19%	20%	24%	15%	4%	18%

NWEA Reteaching Plan

- Step1: Do the Initial Data Dive
- Step2: Come up with a Focus Group of students
- Step3: Come up with a plan to address student learning and growth with your focus group
- Step4: Continue to implement plan until next testing round of NWEA.
- Step5: Rinse and Repeat until next testing cycle

Testing Schedule:

First Test: October: All math classes take NWEA Screening 6+ week

Second Test: December: All math classes take NWEA Screening 6+ week

Third Test: April: All math classes take NWEA Screening 6+ week

NWEA SCREENING Review and Next Steps

Strengths	Areas for Growth	Next Steps
❖ Of the students that tested no fewer than 40% scored at or above grade level ❖ Almost all students who took the test finished it ❖ Class integration of NWEA subtopics ❖ Subgroups of students are showing up for reteaching and learning of topics in GG ❖ Higher student achievement in assessments for Alg1, Alg2 and CC class - Good reteaching structures	❖ Too many students did not test, and did not show up for retakes ❖ MAP Screening is shorter but does not provide detailed data - makes it hard to address subskills ❖ Subgroup reteaching attendance is variable ❖ Increase frequency of assessments for Alg2, PreCal - more reteaching in PreCal and Geo	❖ Get all students (a majority of students to test) - Test during class time for S2. ❖ Continue to use Screening over Growth b/c of the timing piece ❖ More streamlining of reteaching in GG and classwork ❖ More consistent assessments in Alg2 and Precal ❖ Better reteaching cycles practices for Precal and Geo

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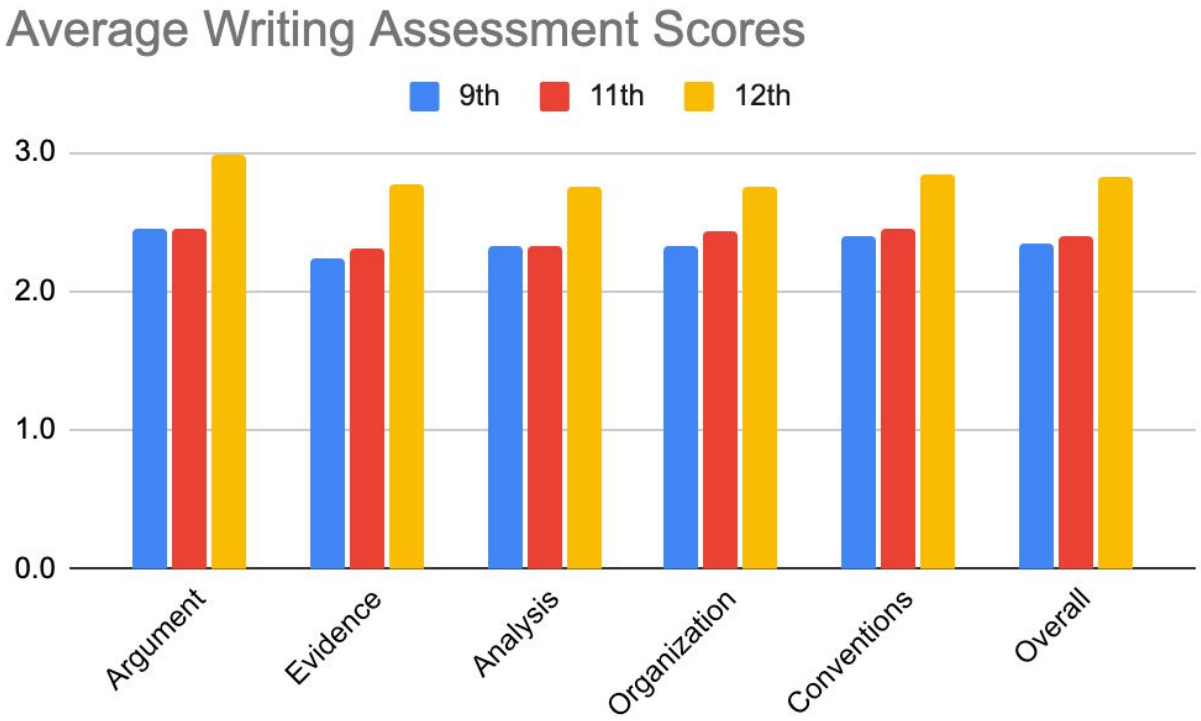
Data from Q1: Writing Benchmark #1



*10th grade data has not yet been compiled

Data from Q1: Writing Benchmark #1

Strengths	Areas for Growth	Next Steps
- Overall, students showed the most significant strength in argument - 65-70% student completion rate - For first time doing writing benchmarks, the process went smoothly	- Evidence - Writing conventions - Assessments were all take from SHEG Historical Thinking Skills assessments but we still need to align more across grade levels	- Re-teaching cycles in SS classes - Sharing the data with other Departments and having them identify areas they will prioritize for writing instruction - Trevor will design and align the next set of Writing Benchmarks

Data from Q1: Historical Thinking Skills

[HTS Data Spreadsheet]

HISTORICAL THINKING CHART

Historical Reading Skills	Questions	Students should be able to . . .	Prompts
Sourcing	• Who wrote this? • What is the author's perspective? • When was it written? • Where was it written? • Why was it written? • Is it reliable? Why? Why not?	• Identify the author's position on the historical event • Identify and evaluate the author's purpose in producing the document • Hypothesize what the author will say before reading the document • Evaluate the source's trustworthiness by considering genre, audience, and purpose	• The author probably believes . . . • I think the audience is . . . • Based on the source information, I think the author might . . . • I do/don't trust this document because . . .
Contextualization	• When and where was the document created? • What was different then? What was the same? • How might the circumstances in which the document was created affect its content?	• Understand how context/ background information influences the content of the document • Recognize that documents are products of particular points in time	• Based on the background information, I understand this document differently because . . . • The author might have been influenced by _____ (historical context) . . . • This document might not give me the whole picture because . . .
Corroboration	• What do other documents say? • Do the documents agree? If not, why? • What are other possible documents? • What documents are most reliable?	• Establish what is probable by comparing documents to each other • Recognize disparities between accounts	• The author agrees/disagrees with . . . • These documents all agree/ disagree about . . . • Another document to consider might be . . .
Close Reading	• What claims does the author make? • What evidence does the author use? • What language (words, phrases, images, symbols) does the author use to persuade the document's audience? • How does the document's language indicate the author's perspective?	• Identify the author's claims about an event • Evaluate the evidence and reasoning the author uses to support claims • Evaluate author's word choice; understand that language is used deliberately	• I think the author chose these words in order to . . . • The author is trying to convince me . . . • The author claims . . . • The evidence used to support the author's claims is . . .

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Data from Q1: HTS Benchmark #1

Strengths	Areas for Growth	Next Steps
- Students scored with consistent success on short narrative questions - Teachers immediately identifying areas of need an re-teaching	- Students scored poorly on multiple choice definitional questions - Virtual assessments make it harder to gather complete data	- Each SS teacher will plan and implement a re-teaching cycle - Assess HTS during Finals week

Data from Q1: Literacy

Sample Diagnostic Overview and Student Action Plan

Data from Q1: Literacy

Strengths	Areas for Growth	Next Steps
- Every student has an individualized Student Action Plan the identifies specific skills in their ZPD they need to focus on - and can access resources to practices these skills through IXL	- It took a while to get students adapted to using the diagnostic virtually, which led to inconsistent completion - Students are particularly weak in Grammar and Mechanics	- Teaching build in asynchronous IXL time for students to work on their Student Action Plans - English Department takes ½ day to analyze patterns and plan for re-teaching cycle as well as prioritizing learning targets for S2

Appendix

NWEA Reteaching Plan - Update

Math Teachers Reteaching Cycle and Groupings

	Thy	Rafa	Gena	Chris
Groupings	6	7	10	4
Grouping Types	Homogeneous	Heterogenous	Homogeneous	Homogeneous
Student Tier	K - 5	Mixed	7 - 9	6 - 10
Meeting Frequency	Once per week	Once per week	Once per week	Once per week
Percent Attendance	40%	50%	25%	40%

Math Teacher Summative Assessment(s):

	# of Assessments	Frequency	Average % mastered
Algebra 1	15	Every other class	70%
Geometry	11	Average less than 1 per week	46%
Advanced Algebra	4	Average 1 per 3 weeks	67%
PreCalculus	4	Average 1 per 3 weeks	58%
College Class	9	Average less than 1 per week	82%