

## **Session 1**

### **Measuring Success During Challenging Times**

The continuing COVID-19 pandemic has forced school districts across the nation to quickly adapt their approach to teaching and learning, with widespread variation in the response. COVID-19 didn't just change where and how we educate students, it also has changed how we measure success. During the pandemic it is critical to view key performance indicators as a way to provide health checks as well as measures of academic progress. Data offers opportunities to guide our next steps and ensures we provide the "just in time" support needed for educators, students, and families. Explore ideas and strategies to assess teaching and learning conditions and measure student progress and engagement in a remote or hybrid learning settings.

# *Measuring Success During Challenging Times*



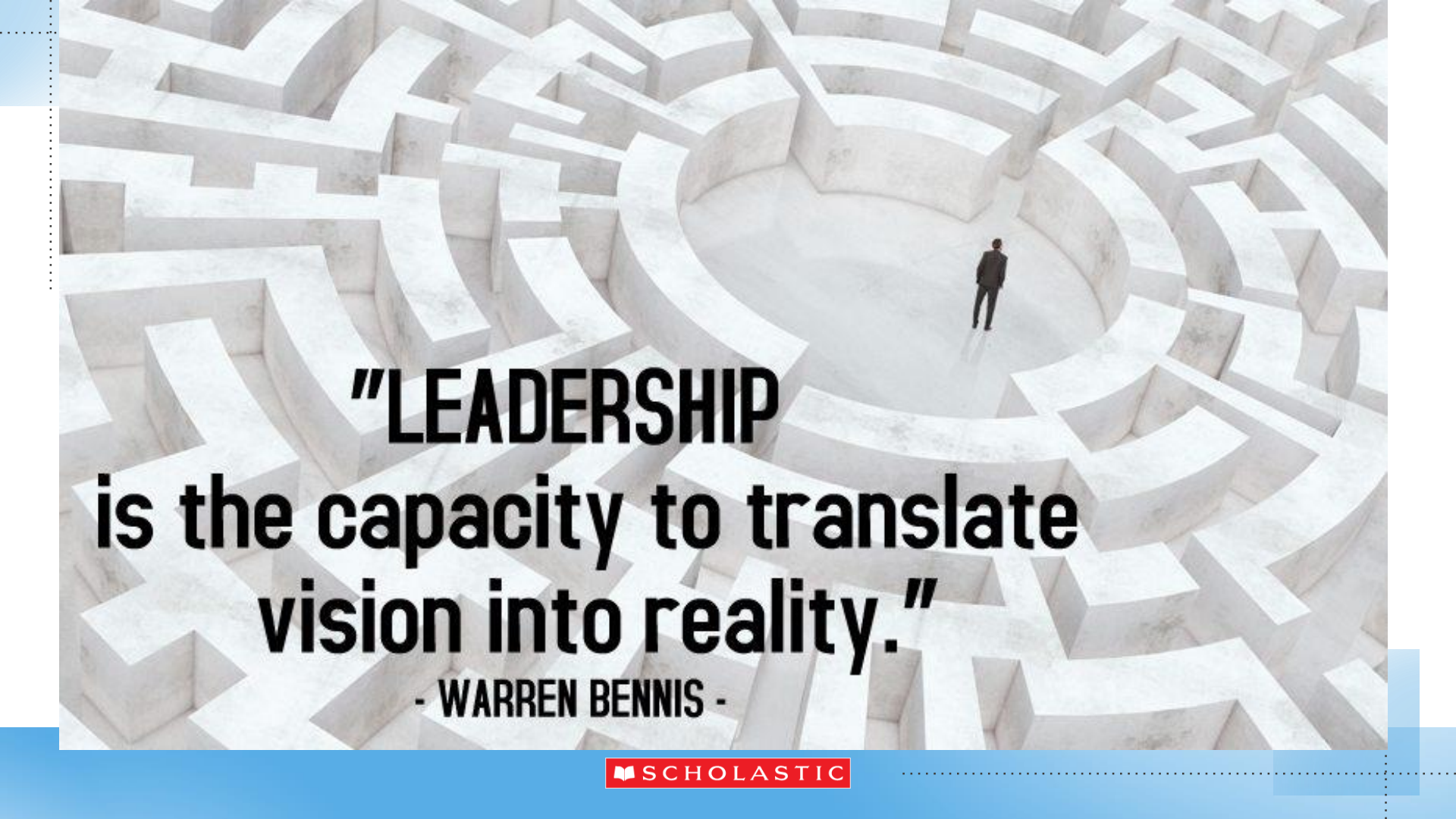
Presented by **Dr. Karen Burke**  
*Senior Vice President Education*  
*Scholastic Education*

## Share...



### Check In

1. How did you measure success in your schools this year?
2. Focusing on Summer Learning, what might be one measure you might use?
3. What gives you the energy to stay in the moment and to plan for the future?



**"LEADERSHIP  
is the capacity to translate  
vision into reality."**

**- WARREN BENNIS -**

# The Mission

Our Mission:

The Oregon Department of Education fosters **equity** and **excellence for every learner** through **collaboration** with educators, partners, and communities.

**What is your mission and can you connect your measures of success directly to your mission?**

# Student Learning: Unfinished, Not Lost

*An Asset-Based Frame that Humanizes Learning & Supports Action*



***Student Learning: Unfinished, Not Lost* shifts the narrative.** A responsive system, grounded in equity, meets students where they are and accelerates their learning by building on **strengths** and needs. Collectively, this means redesigning teaching and learning and reexamining deeply rooted deficit-based thinking. This resource invites pause, inquiry, and reflection around ways we respond to the dominant narrative of learning loss.

## INTEGRATING ACADEMIC, SOCIAL, AND EMOTIONAL LEARNING

Emotional

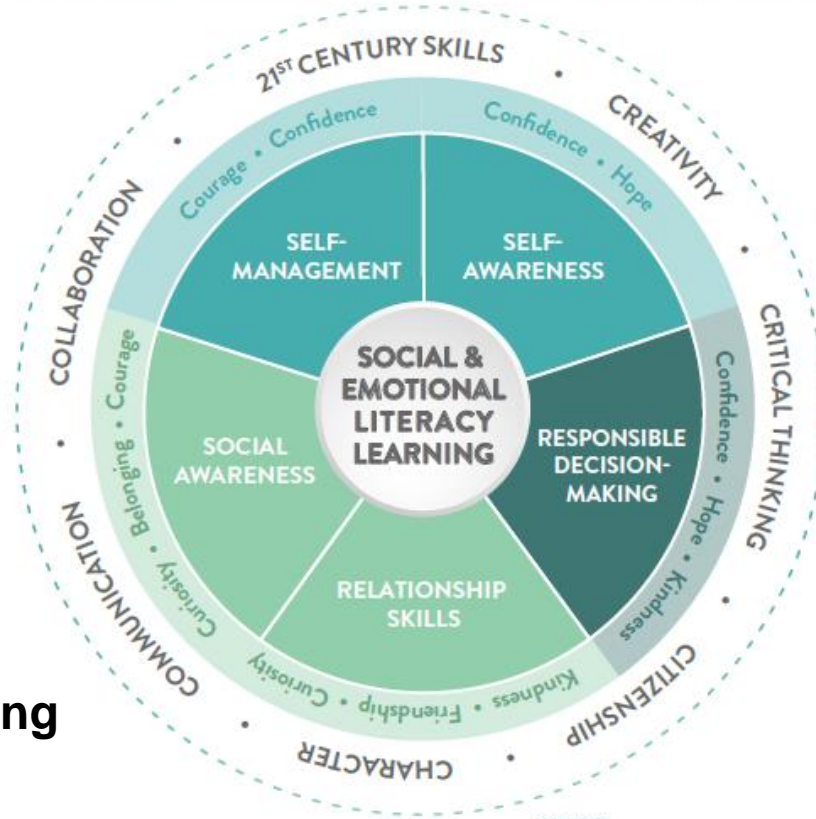
Climate

Social Awareness

Family Connections

Mental Wellbeing

Attendance



Academics

Behaviors

Access to Learning

Food and Shelter

Graduation Rates

### SOURCES:

- ✓ Partnership for 21st Century Learning (P21)
- ✓ Pam Allyn's 7 Strengths
- ✓ Collaborative for Academic, Social, and Emotional Learning (CASEL)



## Getting to Work on **Summer Learning**

Recommended Practices  
for Success, 2nd Ed.



Heather L. Schwartz, Jennifer Sloan McCombs,  
Catherine H. Augustine, Jennifer T. Leschitz

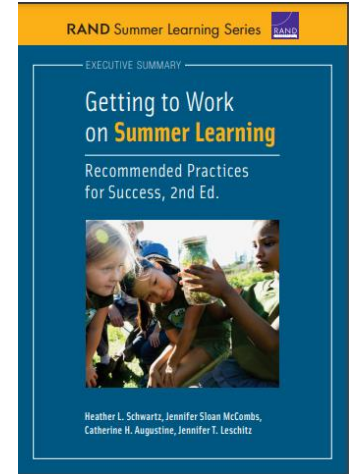
RAND experts offer three tips  
for summer schools:

1. Start planning and staffing early;
2. Don't expect teachers to write their own lessons; and
3. Make programs at least five weeks long.



# Characteristics of Successful School/District Summer Programs

- 5-6 Weeks (Minimum of 20 days for improvement)
- 25 Hours of Math
- 34 Hours of ELA
- 90 Minutes daily for Math
- 120 Minutes daily for ELA
- Recruit the best and offer training for teachers
- Provide resources already developed and easy to use
- Enroll students early to support small classes 1:15
- Engage and connect with families



# Measures of Success

## Attendance

\_\_\_\_\_ # of Students attended 1+ days

\_\_\_\_\_ # of Students attended 20+ days (research supports)

70- 80% of Students attended 20+ days

# Student Learning: Unfinished, Not Lost

*An Asset-Based Frame that Humanizes Learning & Supports Action*



April 14, 2021

## Summer Learning Best Practice Guide

Supporting Mental Health, Addressing  
Unfinished Learning and Providing  
Enrichment Opportunities



## Six Key Strategies for Summer Learning



Elevate Relationships and Enrichment



Deepen Community Partnerships



Integrate Well Rounded Learning and Work That Matters



Ensure Mental Health and Well being



Engage Students and Families



Hire Effective Educators and Invest in Professional Learning



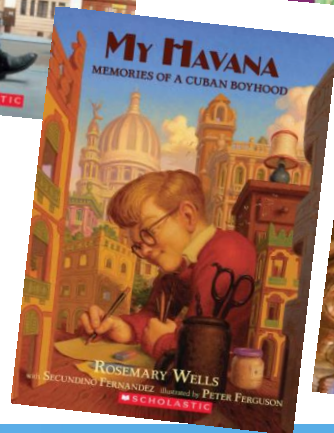
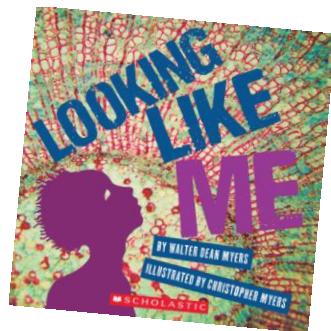
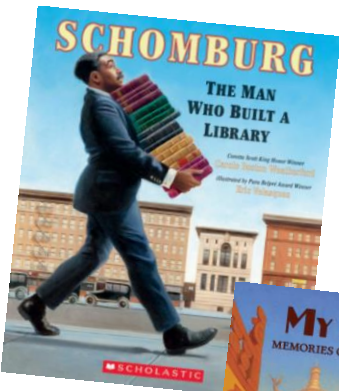
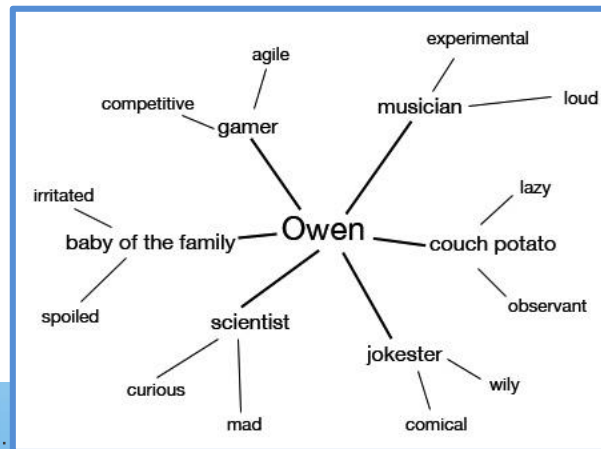
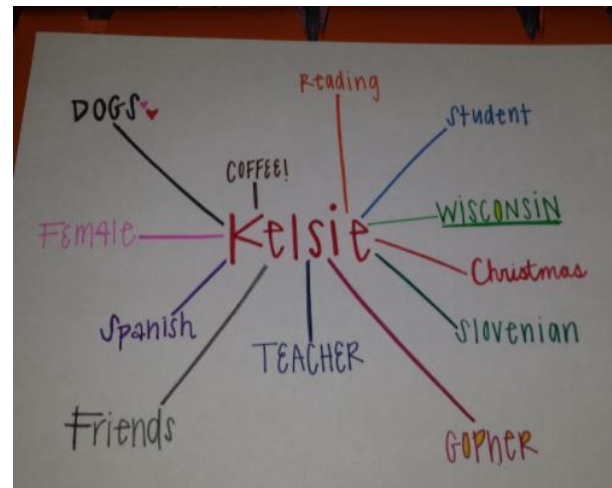
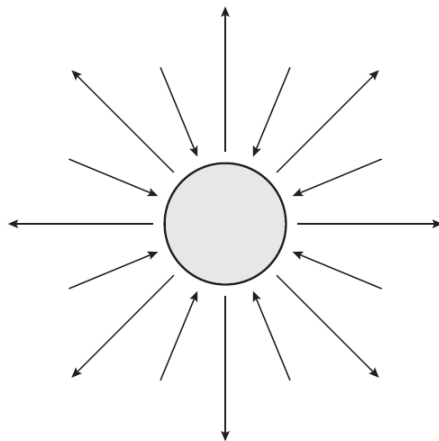
# Elevate Relationship and Enrichment

## Identity

Your identity is how you define who you are; it is also how others define you (and these definitions are often not the same).

# Identity

## Starburst Identity Activity





# Culturally Responsive

The power of story puts a face on an issue. It humanizes us.

The power of story conveys the culture, history, and values that unite people.



# STUDENT QUESTIONNAIRE

What is your name? \_\_\_\_\_

What do you like to be called? \_\_\_\_\_

When is your birthday? \_\_\_\_\_ Age? \_\_\_\_\_

How many brothers do you have? \_\_\_\_\_ sisters? \_\_\_\_\_ pets? \_\_\_\_\_

What do you like to do for fun? \_\_\_\_\_

What do you like about school? \_\_\_\_\_

What is something that makes you feel proud? \_\_\_\_\_

What is something that is challenging for you? \_\_\_\_\_

What would you like to learn about this year? \_\_\_\_\_

What types of books would you like to read this year?

What is something you wish I knew?

What do you expect from me as your teacher?



What do you like to do for fun?

What do you like about school?

What is something that makes you feel proud?

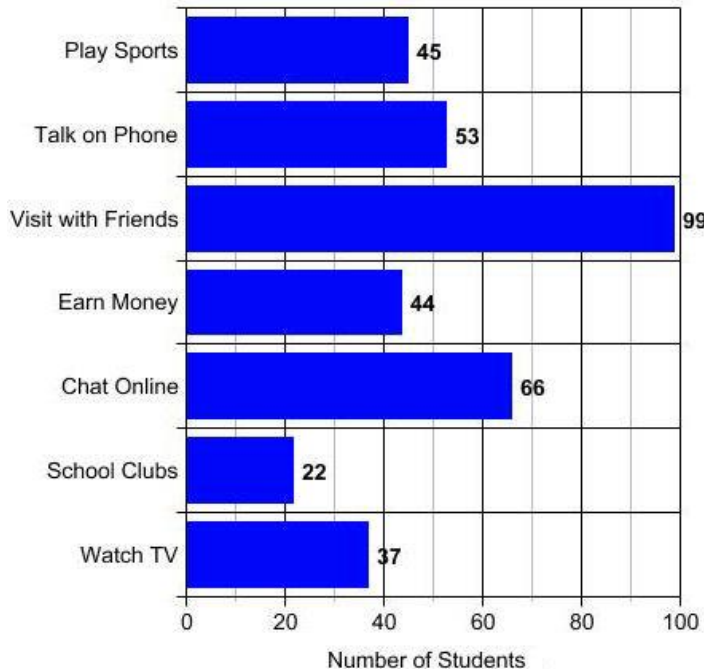
What is something that is challenging for you?

What is something that you wish I knew about you?

What can I do to support you this summer?  
In the new school year?

# Measures of Success

Students' Favorite After-School Activities



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<http://www.mathgoodies.com>

**What trends are reflected in the data by grade level or by school that can guide/inform educators as they return in the fall?**

Think about how COVID-19 has impacted students' thinking?

What are you most worried about as you think about the next school year?  
How can teachers help calm your fears?

# Measures of Success

- 100% of the students attending the summer program demonstrated growth in articulating their own identities as demonstrated by a pre and post starburst activity.
- 100% of the students received 5 culturally responsive texts to encourage a deeper understanding of their own identity as well as to foster a greater appreciation of other cultures.



# Integrate Well-Rounded Learning and Work That Matters

- Individualized
- Intentional
- Integrated



4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

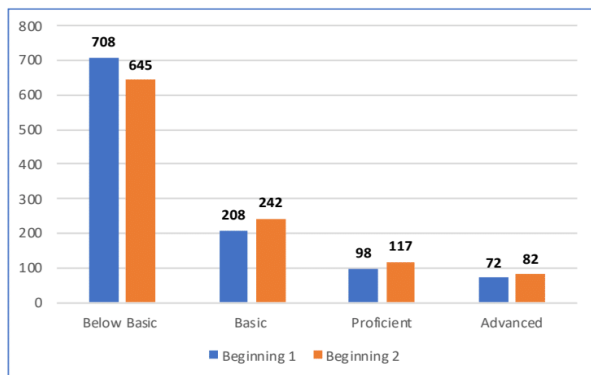




# Using a Universal Screener

## Scholastic Reading Measure Proficiency Range Gains Grade 3

**SCHOLASTIC**  
Literacy Pro®



	Beginning 1	Beginning 2			
		Below Basic	Basic	Proficient	Advanced
Advanced	72		9	10	53
Proficient	98	2	22	46	28
Basic	208	28	118	61	1
Below Basic	708	615	93		
Totals	1086	645	242	117	82

Increased Proficiency Range	183	17%
No Change Proficiency Range	832	77%
Decreased Proficiency Range	71	7%



# Individual Student Progress Over Time

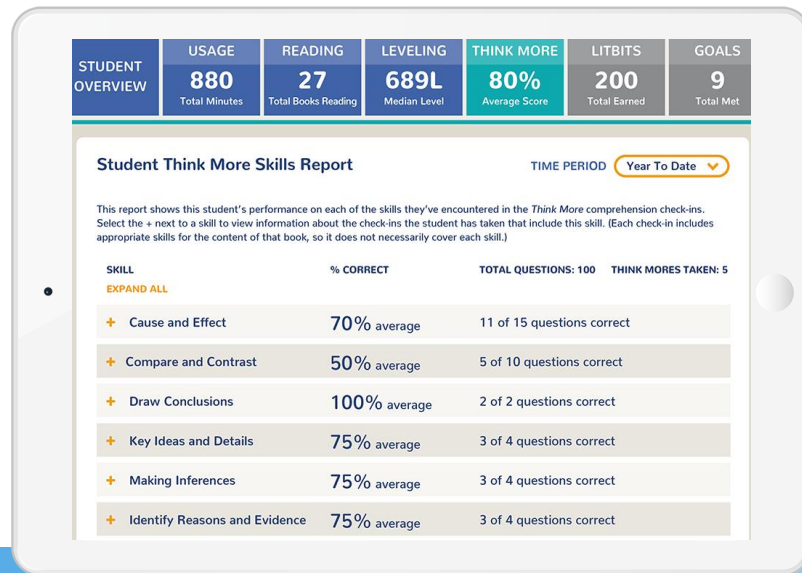
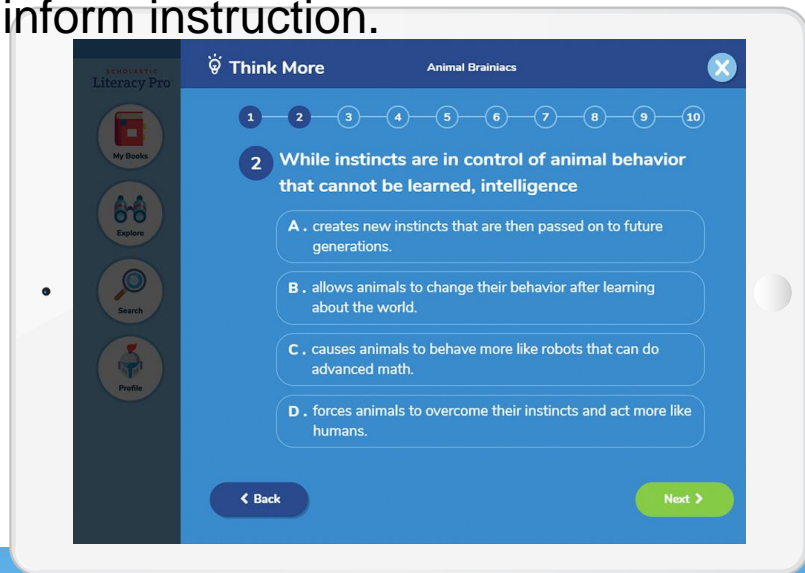
## *Literacy Pro Super Readers – Top 5 Readers*

Student	Grade	eBooks + Student Entered Minutes	Pre Lexile	Post Lexile	Lexile Change
#1	Grade 4	<b>2,197</b>	692L	744L	52L
#2	Grade 5	<b>2,059</b>	736L	766L	30L
#3	Grade 6	<b>2,034</b>	911L	987L	76L
#4	Grade 4	<b>1,234</b>	465L	498L	33L
#5	Grade 1	<b>1,232</b>	368L	478L	110L

The above 5 students demonstrated an excellent number of reading minutes of eBooks and print throughout the six weeks of the Energy Express program.

# Think More Comprehension Scores

**Think Mores** are **optional** check-ins that include ten higher-order comprehension questions. These check-ins are provided for all eBooks, as well as for thousands of popular paperback titles. The more Think Mores students complete, the greater understanding we have about each student's skills to inform instruction.



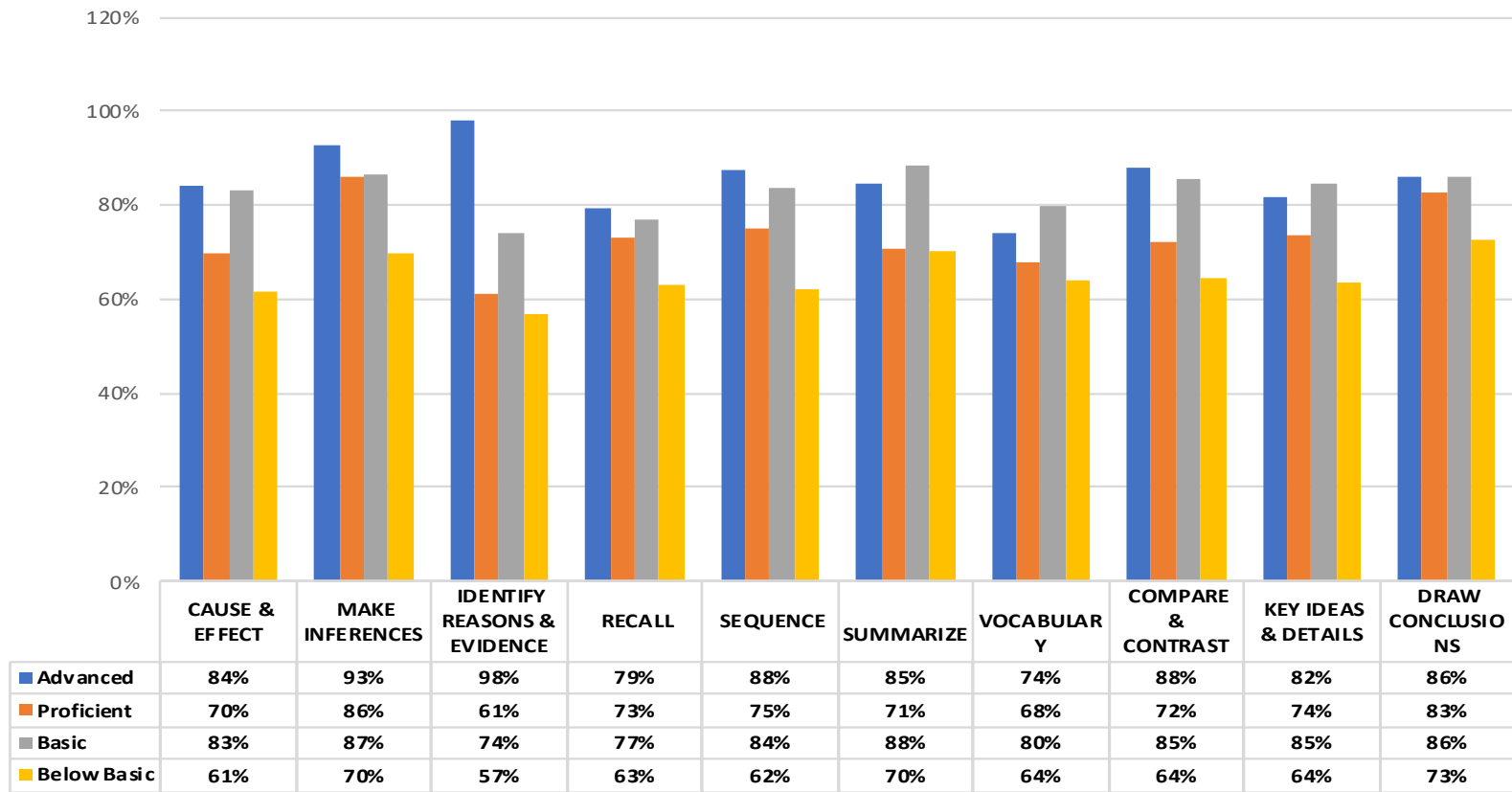
# Think More Comprehension Skills

## Grade 3

Proficiency Range	Number of Students in Proficiency Range (B2)	Think Mores Completed	Average Think More Score
Advanced	82	449	83%
Proficient	117	324	74%
Basic	242	684	83%
Below Basic	645	1,975	63%
<b>Total</b>	<b>1,086</b>	<b>3,432</b>	<b>69%</b>

# Think More Comprehension Scores by Proficiency Range

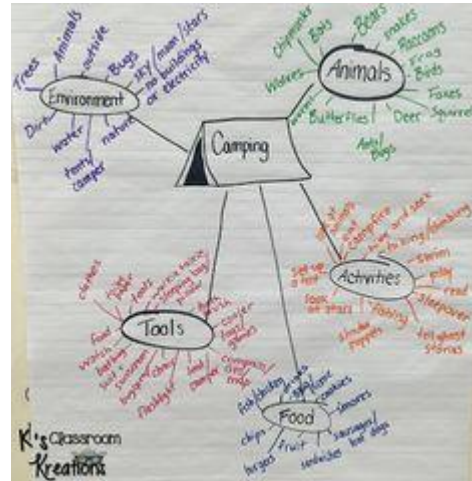
## Grade 3



# LitCamp

## A Strength-Based Program

Lessons are framed around seven key strengths that build social-emotional skills and prepare children for challenges they will encounter in their educational lives, careers, and communities.



# Importance of Independent Reading

<b>Percentile Rank</b>	<b>Minutes/Day</b> (Books, Magazines, Newspapers)	<b>Words/Year</b>
98 <sup>th</sup>	67.3	4,733,000
90 <sup>th</sup>	33.4	2,357,000
70 <sup>th</sup>	16.9	1,168,000
50 <sup>th</sup>	9.2	601,000
30 <sup>th</sup>	4.3	251,000
10 <sup>th</sup>	1.0	51,000
2 <sup>nd</sup>	0.0	--

Anderson, R. Reading Research Quarterly



# Research on Summer Reading

**Voluntary summer reading** intervention programs that include **books at appropriate reading levels**, **specialized instruction by teachers**, and **directed scaffolding by parents** resulted in **1.7 to 5.1 months** of additional learning. (Kim & White, 2008)

Fourth grade students who read **5-8 books** over the summer gained **80 Lexiles** while students who **read 1 or no books lost 50 Lexiles**. (White and Kim, 2011)

## The ABCs of Improved Reading

**Access to books.** It's critical that kids have access to a wide variety of books over the summer months, but we know that access alone doesn't make a strong impact.

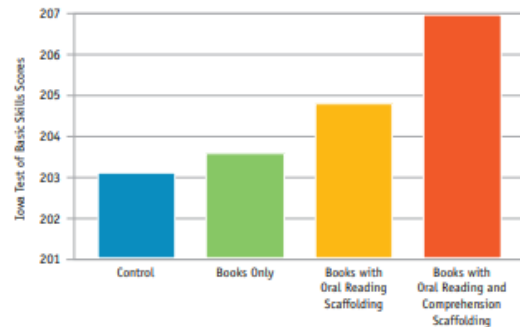
**Books that match readers' ability levels and interests.** For young people's reading skills to improve, they need to read books that align with their own reading levels. Reading books that are too easy or too hard won't help!

**Comprehension, as monitored and guided by an adult, teacher or parent.** The most important piece to making summer reading effective is the help of an adult who can ask questions and guide kids to better understand what they are reading.

*With these three ingredients, your summer reading program will soar!*

Kim, J. S. & White, T. G. (2008). Scaffolding voluntary summer reading for children in grades 3 to 5: An experimental study. *Scientific Studies of Reading*, 12, 1-23

School Year Cumulative Gains



This graph shows participants' adjusted post-test means score of Total Reading on the Iowa Test of Basic Skills (ITBS). Participants were children in grades 3-5. Each child was randomly assigned to one of four groups:

1. The "Control" group students received ordinary reading instruction at the end of the school year.
2. The "Books Only" group students received ordinary reading instruction at the end of the school year and received books through the mail over the summer. Parents received a letter simply asking them to encourage children to read the book.
3. The "Books with Oral Reading Scaffolding" group students received books through the mail along with specialized teacher-directed lessons on oral reading at the end of the school year. Parents received a letter requesting they have the child read the book aloud and give the child feedback on how well they read.
4. The "Books with Oral Reading and Comprehension Scaffolding" group students received books through the mail along with specialized teacher-directed lessons on both oral reading and comprehension strategies at the end of the school year. Parents received a letter requesting they have the child read aloud and give the child feedback on how well they read. The child was also asked to explain what strategies they used to better understand the book.

Children were first tested in the second week of June. At that time, children's test scores across all of the intervention groups were not statistically different.

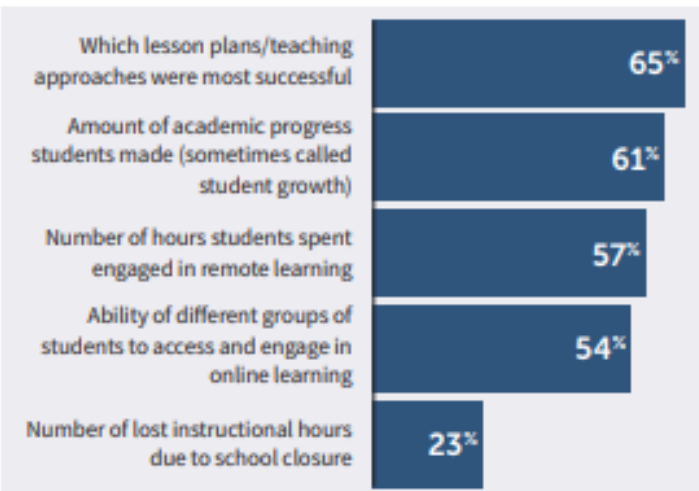
In mid-September, children were tested again. This graph shows those scores. The difference between the scores of the control group and those who received books with oral reading and comprehension scaffolding was found to be statistically significant.

Although the effect of this reading intervention may appear to be small, it is large enough to help young people avoid summer learning losses in reading.

Note: The data in the table above is from "Scaffolding Voluntary Summer Reading for Children in Grades 3 to 5: An Experimental Study," by J.S. Kim, and T.G. White, 2008, *Scientific Studies of Reading*, 12, p.15. Copyright 2008 by Taylor & Francis Group, LLC. Adapted with permission.

**Moving forward, teachers want data to understand the impact of school closures on student learning but are split about the return of annual statewide testing in 2021.**

**Teachers want to know the following information about student learning in their school or district when schools were closed:**



of teachers want information about how school closures and other coronavirus-related interruptions have affected students' long-term outcomes (e.g., high school graduation, college enrollment, or future wages).



of teachers support schools using data (e.g., student grades, attendance, and discipline records) to help identify students most at risk of academic failure, dropping out of school, or not graduating college and career ready.



of teachers agree that annual statewide assessments (e.g., Smarter Balanced Assessment Consortium exams) should return in 2021.



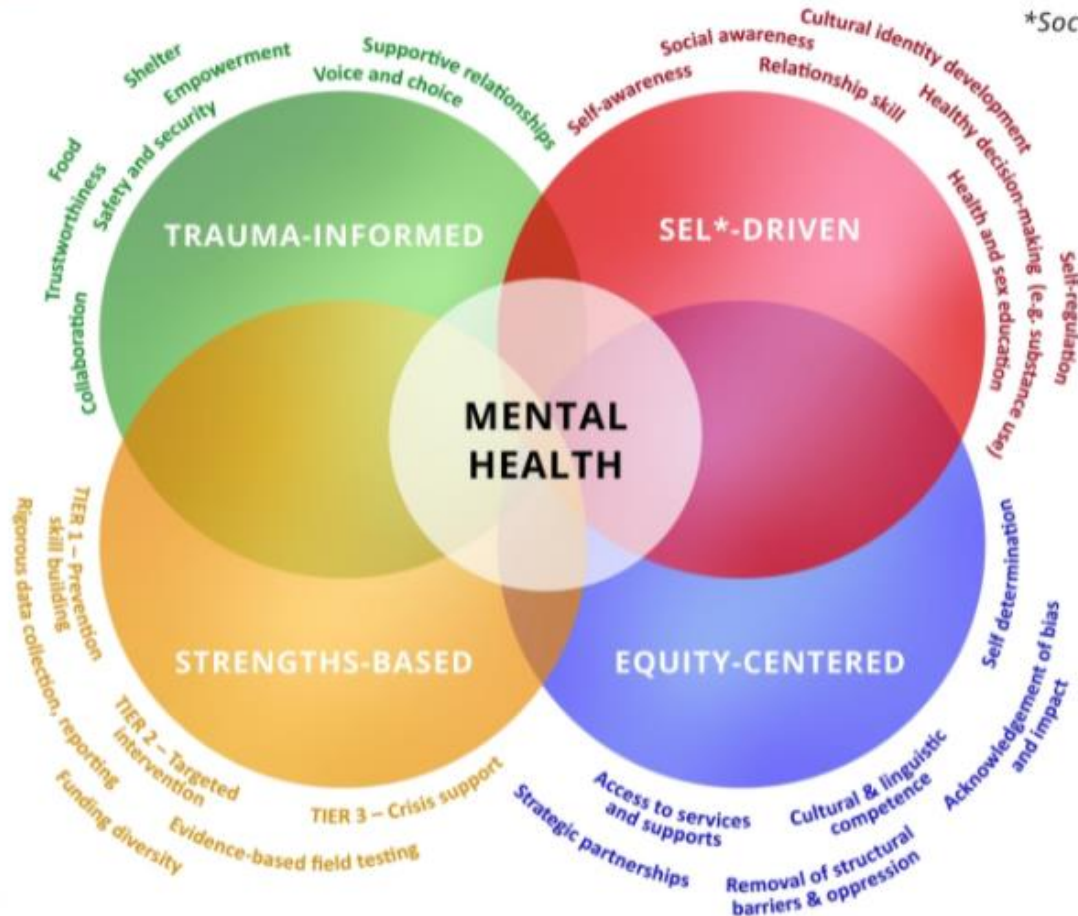
# Ensure Mental Health and Well Being

Schools must attend to students' physical, emotional, mental, behavioral and relational health needs in order for them to reflect, connect and learn this summer.

# Integrated Model of Mental Health

**Mental health** emphasizes strengths, resilience, and enhancing social-emotional abilities

*\*Social-emotional learning*

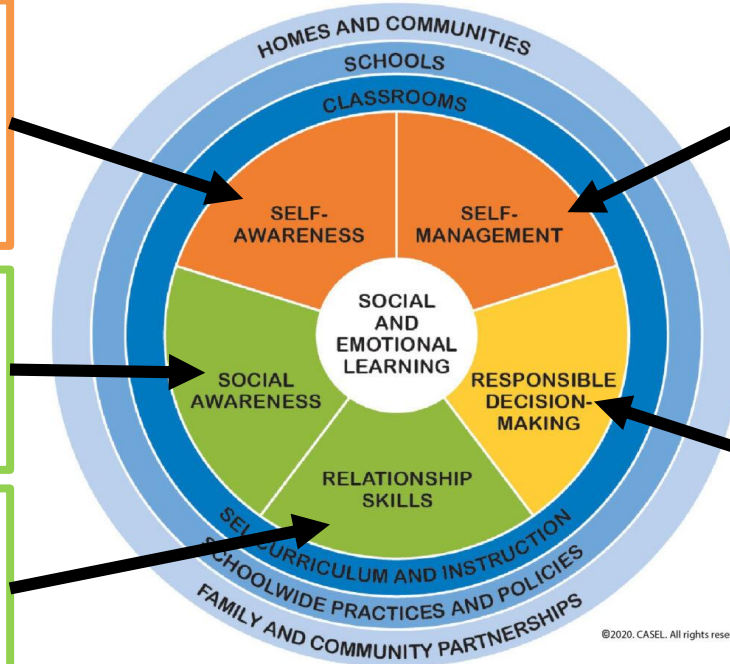


# Collaborative for Academic, Social, and Emotional Learning (CASEL)

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

- Communication
- Social engagement
- Relationship building
- Teamwork



- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal setting
- Organizational skills

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

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# Developing Social Emotional Skills Through Literature



Novels and short stories are filled with emotions. The characters in them experience the ups and downs of the human condition, often in dramatic fashion. And as we read along, we feel things, too—about the characters and ourselves. For these reasons, literature offers a gateway to social-emotional learning (SEL) in your classroom.

*Tom McSheehy, MSW, LSW, author of the [In Focus](#) series*

# American School Counselors Association

## Mindsets and Behaviors for Student Success

**Category 1: Mindset Standards** School counselors encourage the following mindsets for all students.

**M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being**

M 2. Self-confidence in ability to succeed

M 3. Sense of belonging in the school environment

M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success

M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes

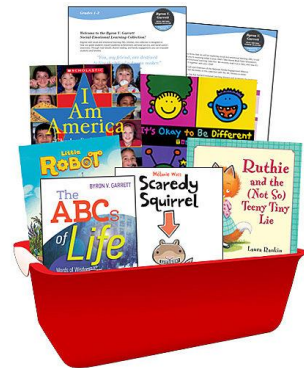
M 6. Positive attitude toward work and learning



# Measures of Success with Social-Emotional Learning

## *Assessing Social-Emotional Learning in the Classroom*

This rubric is designed to help you (1) measure the development of your students' social-emotional skills and (2) assess their understanding of these skills through literacy. Check off descriptions in the five categories that best reflect a student's understanding of each concept through reading the SEL-aligned books in this collection. You may want to meet to discuss specific books that the student has read.



SEL THEMES		EMERGING	DEVELOPING	ACCOMPLISHED
Understanding Myself	Student's Own Development	<ul style="list-style-type: none"> <li>❑ Student lacks motivation and shows minimal self-confidence</li> <li>❑ Student does not make any effort to set goals</li> <li>❑ Student does not have an awareness of his/her own strengths and weaknesses</li> </ul>	<ul style="list-style-type: none"> <li>❑ Student demonstrates some self-confidence, but tends to lose motivation</li> <li>❑ Student sets initial goals, but makes minimal effort to achieve them</li> <li>❑ Student demonstrates some awareness of his/her strengths and weaknesses</li> </ul>	<ul style="list-style-type: none"> <li>❑ Student demonstrates self-confidence and is self-motivated</li> <li>❑ Student sets personal goals and noticeably strives to achieve them</li> <li>❑ Student consistently demonstrates an awareness of his/her strengths and weaknesses</li> </ul>
	SEL Literacy Development	<ul style="list-style-type: none"> <li>❑ Student cannot identify or understand characters' feelings</li> <li>❑ Student cannot identify characters' goals or possible motives for working toward those goals</li> </ul>	<ul style="list-style-type: none"> <li>❑ Student can identify characters' feelings, but cannot relate to or understand them</li> <li>❑ Student can identify characters' goals, but does not fully understand characters' motives</li> </ul>	<ul style="list-style-type: none"> <li>❑ Student identifies, understands, and can relate to characters' feelings</li> <li>❑ Student identifies characters' goals and understands possible motives and intentions</li> </ul>

# Measures of Success Social-Emotional Learning

Fictional stories allow children to learn from experiences they have never had--including those that arouse difficult emotions--within the safety of a contained world that is not real. Literature also serves as a point of reference for children as characters model coping strategies, creative problem-solving, and the acceptance of differences (Roberts and Crawford, 2008).

## THE 7 STRENGTHS LITERACY LEARNING RUBRIC

Our approach to Measurement & Evaluation demonstrates the intrinsic connection between social emotional well-being and academic literacy achievement.

### DIRECTIONS:

Add the number of checked boxes horizontally to determine **proficiency** in each strength category.

Add the number of checked boxes vertically to determine **literacy strand proficiency**.

### CATEGORY PROFICIENCY

**Emerging**  
1-4 checks

Beginning to show evidence of the skills and habits of the strength.

**Approaching**  
5-6 checks

Sometimes demonstrates evidence of the skills and habits of the strength.

**Achieving**  
9-12 checks

Displays consistency in skills and habits associated with the strength.

	READING	WRITING	LISTENING	SPEAKING	SCORE
<b>BELONGING</b> Identifying as a reader, loved, and respected member of one's family, school, community, and world. <i>Literacy and belonging connect by providing examples of community and providing ways to identify, create, and share experiences of community.</i>	<input type="checkbox"/> Connects with others through shared experiences involving... <input type="checkbox"/> Identifies with characters in books <input type="checkbox"/> Connects communities in text to their own experiences	<input type="checkbox"/> Connects with others through shared writing experiences <input type="checkbox"/> Connects to favorite authors <input type="checkbox"/> Shows one's own community experience in writing	<input type="checkbox"/> Connects with others through shared experiences in conversation <input type="checkbox"/> Demonstrates active engagement with others' ideas <input type="checkbox"/> Demonstrates an understanding of the values of the group	<input type="checkbox"/> Expresses opinions in a community discussion <input type="checkbox"/> Expresses perspectives that will further the learning of the community <input type="checkbox"/> Uses ideas to verbally connect with others	
<b>CURIOSITY</b> Fostering a willingness to explore new territory and trying new strategies, new theories, and new experiences. <i>Literacy builds curiosity by inspiring questions, providing access to information, and offering an outlet for sharing ideas with the world.</i>	<input type="checkbox"/> Explores words and ideas in text <input type="checkbox"/> Explores different genres and styles of text <input type="checkbox"/> Explores wonderings across texts	<input type="checkbox"/> Explores a variety of writing styles <input type="checkbox"/> Explores use of author's craft <input type="checkbox"/> Explores own positions and makes choices about what to write about	<input type="checkbox"/> Reacts to read-alouds with further inquiry <input type="checkbox"/> Demonstrates openness to others' points of view <input type="checkbox"/> Asks inquiring questions of others' reactions to text	<input type="checkbox"/> Explores ideas by talking about them <input type="checkbox"/> Expresses ideas in the form of open-ended questions <input type="checkbox"/> Shares plans for pursuing wonderings	
<b>FRIENDSHIP</b> Having close, trusting relationships with others. <i>Literacy builds friendship by providing examples of trusting relationships and... ...building connections in books, read.</i>	<input type="checkbox"/> Shares texts with others <input type="checkbox"/> Shares ideas with others based on reading and writing experiences <input type="checkbox"/> Identifies qualities of connections/friendship in books, read	<input type="checkbox"/> Shares writings with others <input type="checkbox"/> Creates connections between characters in one's own writing <input type="checkbox"/> Connects to others as writers, finding commonalities in theme	<input type="checkbox"/> Listens to stories and writings of others <input type="checkbox"/> Invites others to share ideas to improve writing <input type="checkbox"/> Shares thoughts about others' writing humbly and with appreciation	<input type="checkbox"/> Shares ideas with others in a give and take <input type="checkbox"/> Shares ideas comfortably with others <input type="checkbox"/> Reaches out to help friends share their ideas through extension of conversation	

# 7 Strengths

Pam Allyn



	READING	WRITING	LISTENING	SPEAKING	SCORE
<b>BELONGING</b> Identifying as a needed, loved, and respected member of one's family, school, community, and world  <i>Literacy and belonging connect by providing examples of community, cultivating safe space and common ground, and providing ways to identify, create, and share experiences of community.</i>	Connects with others through shared experiences in reading <input type="checkbox"/>  Identifies with characters in books <input type="checkbox"/>  Connects communities in text to their own experiences <input type="checkbox"/>	Connects with others through shared writing experiences <input type="checkbox"/>  Connects to favorite authors <input type="checkbox"/>  Shares one's own community experience in writing <input type="checkbox"/>	Connects with others through shared experiences in conversation <input type="checkbox"/>  Demonstrates active engagement with others' ideas <input type="checkbox"/>  Demonstrates an understanding of the values of the group <input type="checkbox"/>	Expresses opinions in a community discussion <input type="checkbox"/>  Expresses perspectives that will further the learning of the community <input type="checkbox"/>  Uses ideas to verbally connect with others <input type="checkbox"/>	

Demonstrates the intrinsic connection between social emotional well-being and academic literacy achievement.

# Measures of Success

Using the **7 Strength Rubric** students will demonstrate an increase 2+ points between pre and post assessment in the **Belonging strength**.

- \_\_\_\_\_ # of Students who participated
- \_\_\_\_\_ # of students who demonstrated no change
- \_\_\_\_\_ # of students who demonstrated 2+ change in **Belonging**



# You can't improve what you don't measure.

Michael Hyatt





# Thank you for joining us today!

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