EIR GRANTEE INTERVENTIONS ADDRESSING COVID-RELATED LEARNING LOSS

January 25, 2024

WELCOME AND INTRODUCTIONS

US DEPARTMENT OF EDUCATION

Jamila Smith

Director, Office of Innovation and Early Learning
U.S. Department of Education

FACILITATOR

Patrice Williams
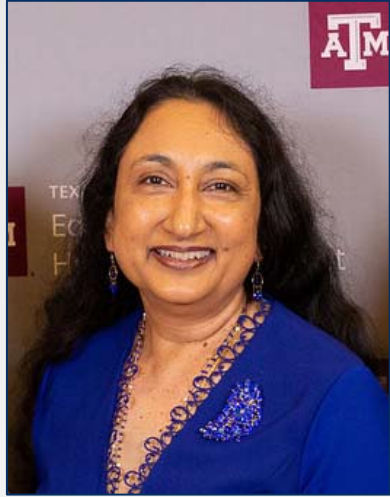
Deputy Director, U.S. Education
FHI360

TODAY'S GRANTEE PANELISTS

Dr. Katie James

Director of Research
PowerMyLearning

Dr. Kay Wijekumar

Chancellor's EDGES Fellow
Texas A&M University

Hector Bojorquez

Director of Operations and Educational Practices
IDRA

Dr. Lynn Cevallos

Executive Director
College Bridge

WEBINAR OBJECTIVES

- Learn about how EIR grantees' projects address learning loss related to COVID-19.

- Share innovative solutions developed in response to the needs of teachers and students.

- Engage in conversation around EIR grantees' implementations of strategies targeting academic recovery.

AGENDA

Time (EST)	Activity
2:00	Welcome and Objectives
2:05	Opening Comments from Department of Education's Office of Innovation and Early Learning
2:10	Grantee Panel Presentation
2:50	Panel Discussion and Q&A

COMMENTS FROM THE
U.S DEPARTMENT OF EDUCATION'S
OFFICE OF INNOVATION AND EARLY LEARNING

HECTOR BOJORQUEZ

Director of Operations and Educational Practices
Intercultural Development Research Association (IDRA)

IDRA: Youth Leadership Now & VisionCoders

IDRA is an independent, non-profit organization. Our mission is to achieve equal educational opportunity for every child through strong public schools that prepare all students to access and succeed in college

There is no equity and excellence in education without asset-based educational practices.

- All children are to be valued. None are expendable.
- Deficits are perceived challenges to educational success e.g. socio-economic, culture, language
- Assets include culture, linguistic background, identity, community and families.
- Flip the deficit script: Accelerate rather than solely remediate.
  - Leadership, unexpected participants, college aspirations
- High expectations with high levels of support.

COVID-19 caused a seismic shift in the social-emotional well being of our students.

- Remote learning fatigue
- Motivation
- Lack of socialization opportunities
- School norms
- Trauma

All exacerbated learning gap situations.

IDRA: Youth Leadership Now & VisionCoders, (2)

Address the SEL issues by flipping the script.

Youth Leadership Now

- 8th grade students in at-risk situation become leaders by tutoring PK-2 grade students on a daily basis.
- 8th grade students are mentored by teachers on their campus.
- Mentors bear witness to the power of asset-based practices
- Intergenerational equity projects

VisionCoders

- 8th grade computer science course developed by IDRA.
- Middle school students who are in at-risk situations create educational games for PK-1 students.

IMPACT: Academic Mindsets

I belong in this school;
My ability and competence grow with this effort;
I can succeed; and
This academic work has value.

IDRA: Youth Leadership Now & VisionCoders, (3)

Youth Leadership Now

- Student attitudes radically change because of the radical way in which the campus views them.

  - Attendance

  - Discipline

  - Self-regulation

  - Positive academic mindsets

VisionCoders

- At-risk students not initially interested in STEM careers are now following coding classes and exhibit increased academic engagement.

Takeaways

1. Flip the script. Students in at-risk situations must be placed in leadership positions.

2. Target those students who have been typically provided remediation and accelerate!
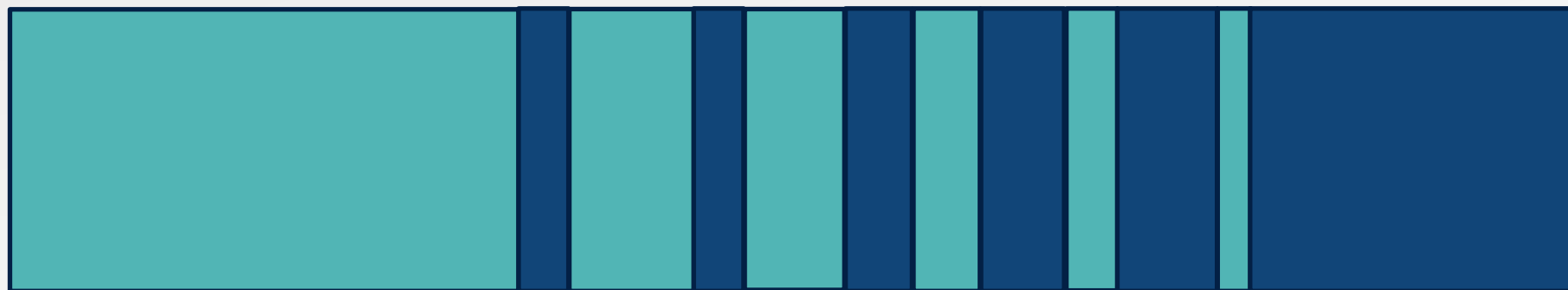
DR. LYNN CEVALLOS

Project Director
Dual Enrollment Math Bridge (DE Math Bridge)

Dual Enrollment Math Bridge

A Seamless Transition for Students

High School Math Program

College Math Course
(dual enrollment)

Building a Math Bridge

Program Design & Student Recruitment

1. Determine student population (criteria).
2. Fit course and level of support to student needs.
3. Fit instructors to student needs.
4. Plan student recruitment activities.
   - Involve instructors.
   - Explain benefits.
   - Make students apply.

Supporting Student Learning

Instructor PD For Continuous Improvement

1.   Collaborative Course Planning
2.   Co-creation of Benchmark Assessments
3.   Team Grading

Dr. Kristin Webster and Mr. Robert Bosley
The First DE Bridge Instructor Team

DR. KATIE JAMES

Director of Research
PowerMyLearning

The PowerMyLearning Team:
Neha Pandit, Senior Manager of Research and Program Operations
Emily Amick, Managing Director of Programs and Products
Abi Donovan, Product Manager

Families need tools to support learning outside of school

Family Playlists are accessible, collaborative math practice activities

✓ Partner with teacher to extend math learning beyond the classroom
✓ Offline, hands-on learning games with everyday manipulatives
✓ Students explain their thinking
✓ Delivered via text in 100+ languages; videos in English & Spanish
✓ Evidence of SEL & math outcomes for Black and Latinx students

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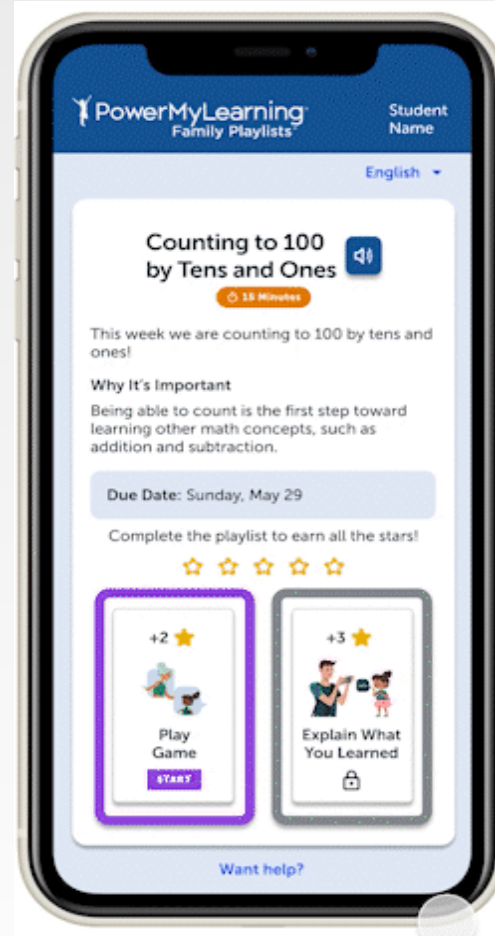
Teachers need **windows** into students' understandings and lives
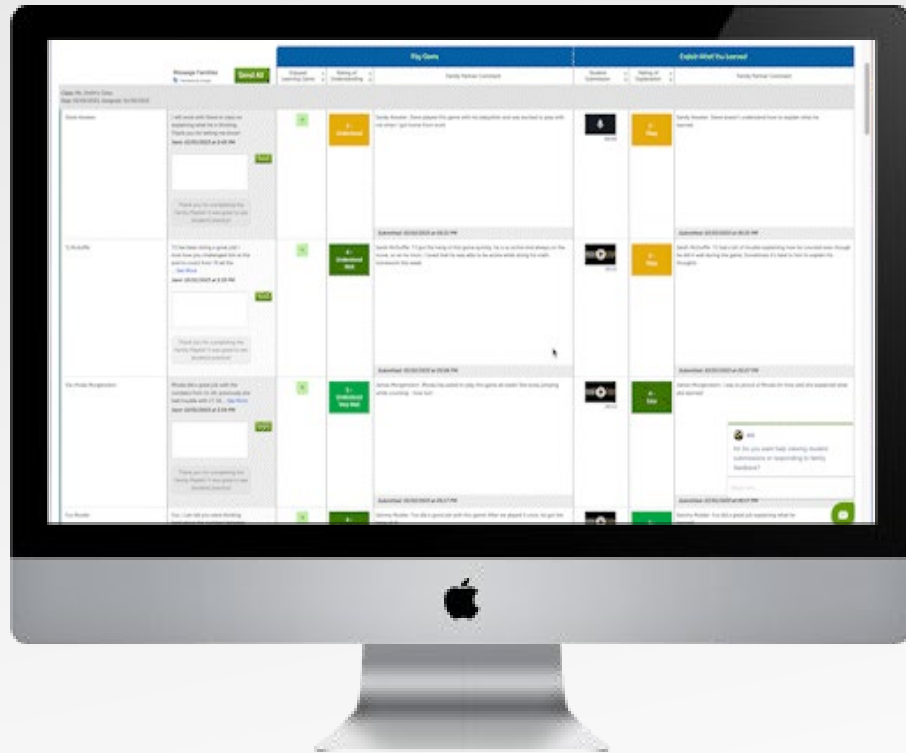
Teachers receive student videos and family feedback

- ✓ Aligned to math scope and sequence
- ✓ Teacher dashboard with data to inform classroom instruction
- ✓ Snapshot of students' math talk
- ✓ 1:1 insight into students' understandings and lives
- ✓ Send messages and feedback to families in preferred language
- ✓ EIR RCT: Spring ISD, NYC, and more

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Teachers need **support** and **alignment** with school and district goals
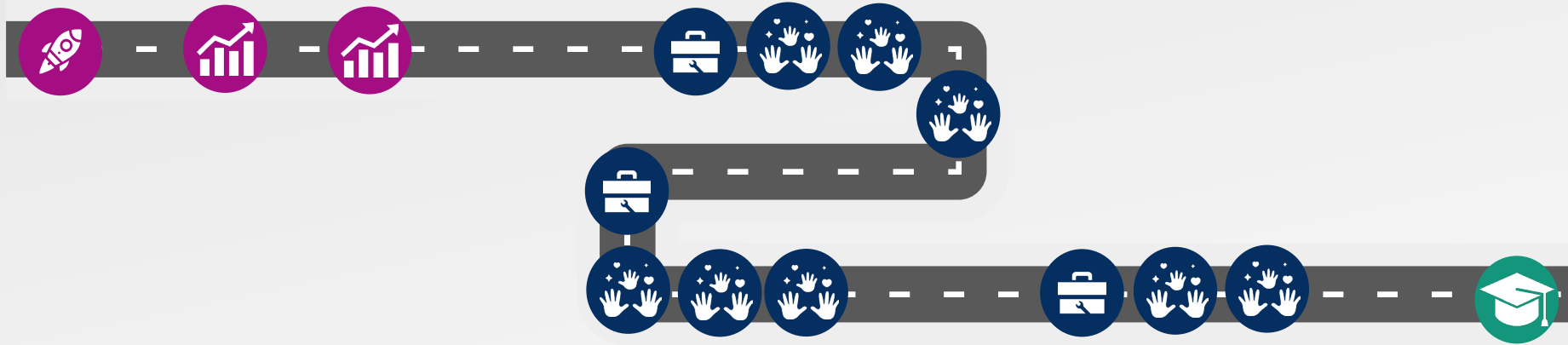
Teachers
- ✓ Launch
- ✓ Family Playlists Support
- ✓ Workshops
- ✓ Coaching
- ✓ Capstone Event

School Leaders
- ✓ Launch
- ✓ Mid Year Data Review
- ✓ End of Year Data Review

District Leaders
- ✓ Kick Off
- ✓ Mid Year Check In
- ✓ End of Year Check In

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DR. KAY WIJEKUMAR
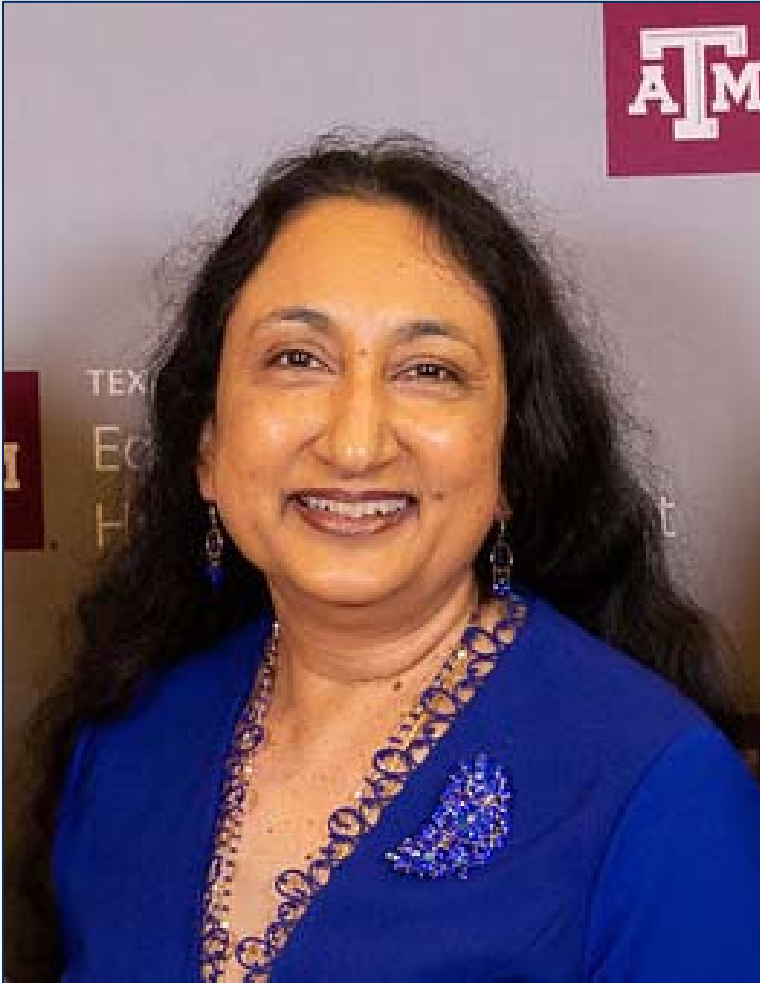
Houston Endowment Chair, Director
Center for Urban School Partnerships (CUSP)

Chancellor's EDGES Fellow
Texas A&M University

The Problem with Comprehension

Grade 5

Author's Purpose

Text Structure

Summary Main Idea

COMPREHENSION DANGER ZONE

	Vocabulary	Summary	Main idea	Paraphrasing	Inference	Comaparison	Text structure	Author purpose	Total correct rate
2016	71.36%	54.79%	68.29%	76.19%	76.89%	71.69%	70.91%	76.56%	72.01%
2017	78.91%	68.72%	70.81%	75.36%	77.38%	71.75%	74.98%	81.64%	75.51%

2016 — 2017
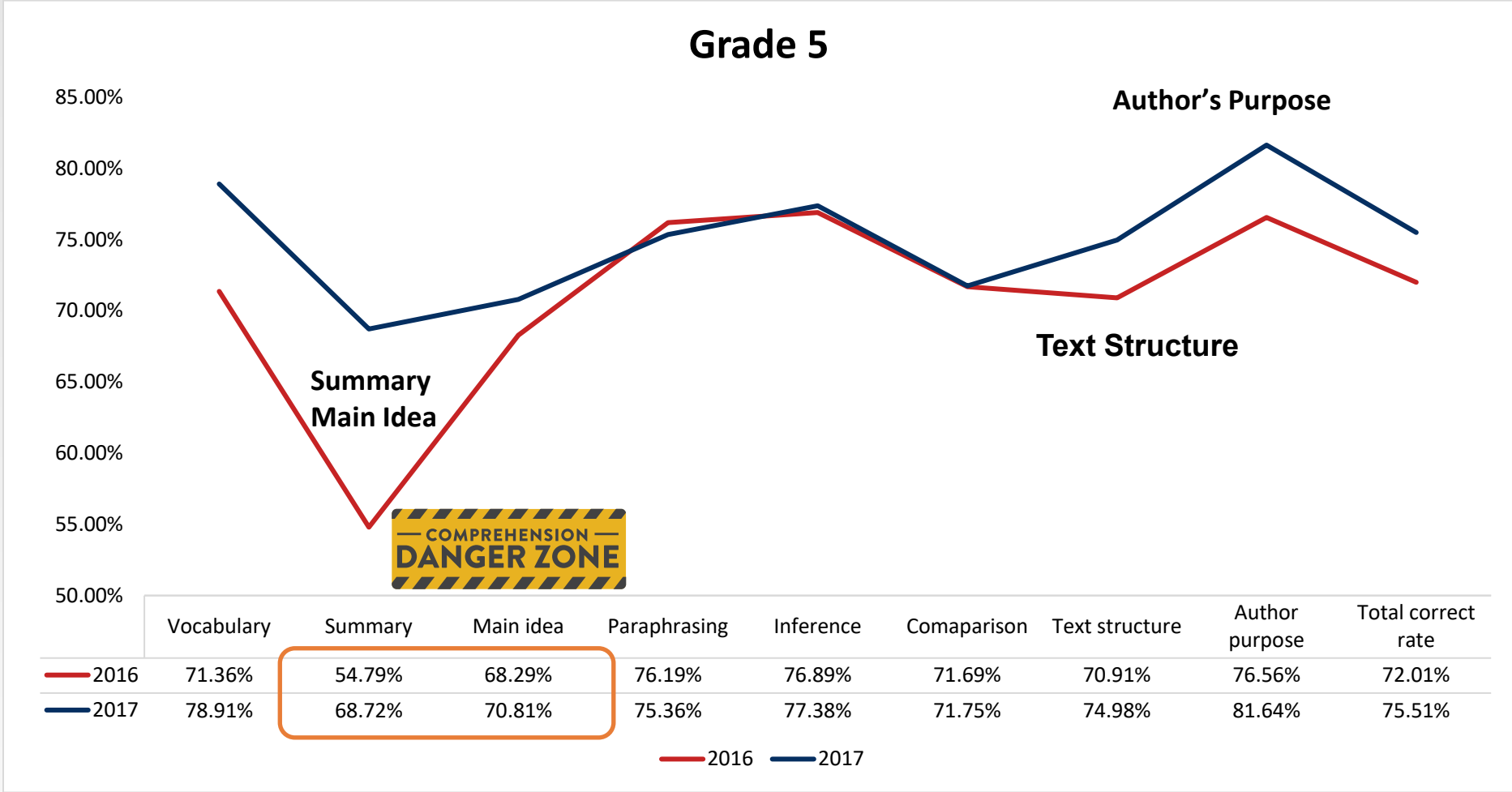
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Knowledge Acquisition & Transformation (KAT)

STEP 01

1. Pre-Teach Vocabulary

Use words in context, synonyms, antonyms, prefix, suffix

4. Generate Main Idea

Use the main idea pattern to transform knowledge into main idea

5. Extend Main Idea to Summary

Add supporting details to extend main idea into summary

STEP 02

STEP 03

STEP 04

STEP 05

2. Read/Listen to Text

E.g., Sustained silent reading, I-Read/We-Read/You-Read

3. Select Important Ideas

Guide thinking about important ideas using text structures

6. Extrapolate Inferences

Combine new information with prior knowledge to glean inferences

STEP 06

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Literacy.IO 360º Model

Sustain

Sustain & Grow Capacity
- Train the Trainer – Practitioners Trained in PBPD, Embedded with Literacy.IO
- Strategic Web-Based Data Monitoring (Intelligent Administrator Tool)
- Support Admin – Benchmark Review & Walkthrough Tools & Reports

Plan

Reflect on Needs & Practices Re-Energize Commitment
- Review School data (e.g., State High Stakes, Benchmarks
- Discuss Roles & Responsibilities
- Analyze Teaching Practices
- Examine Curricula Scope & Sequence
- Integrate KAT with Curricula
- Negotiate Implementation Calendar
- Identify Non-Negotiable Goals

Support

Build Capacity to Support Reflection, Strengthen Implementation
- *Classroom Coaching & Modeling*
- *Support Weekly Reflection*
- *School/Grade Level PLC*
- *Weekly Admin Walkthrough*
- *On-Demand Office Hours*
- *Monthly Webinar – KAT Chat*
- *Monthly ACE Podcast*
- *Monthly Newsletter*
- *Quarterly Admin Check-in & Benchmark Review*

Implement

Change Practice and Measure Changes in Students, Teachers, and School
- Custom Practice-Based Professional Development (teacher & admin)
- Web-Based Synchronous & Asynchronous (MOOV) PD
- Customized Content for Curricula
- Crowd-Sourced, Vetted, Teacher Library – 5000+ Resources
- All Content in English & Spanish
- Online Pre & Post-Testing
- Student Progress Dashboard
- Benchmarks

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Q&A

RELEVANT RESOURCES FOR TODAY'S SESSION

- U.S. Department of Education – EIR Program: https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/innovation-early-learning/education-innovation-and-research-eir/

- U.S. Department of Education – Raise the Bar Program: https://www.ed.gov/raisethebar

- U.S. Department of Education – What Works Clearinghouse: https://ies.ed.gov/ncee/Wwc/

- U.S. Department of Education – Best Practices Clearinghouse: https://bestpracticesclearinghouse.ed.gov/index.html

- The White House Agenda for Improving Student Achievement: https://www.whitehouse.gov/briefing-room/statements-releases/2024/01/17/fact-sheet-biden-harris-administration-announces-improving-student-achievement-agenda-in-2024/

- Wijekumar, K, Beerwinkle, A, McKeown, D, Zhang, S, Joshi, RM. The "GIST" of the reading comprehension problem in grades 4 and 5. Dyslexia. 2020; 26: 323– 340. https://files.eric.ed.gov/fulltext/ED624292.pdf

THANK YOU!