

*Office of College and Career Readiness*



# Task Force for Learning Acceleration

June 24, 2020

*Missouri Education Stakeholders and  
Critical Friends*



We appreciate your thoughtful participation, your expertise and your persistence.

We look forward to hearing your recommendations.



- Review of the Task Force's work
- Workgroup recommendations
  - ❑ Assessment of Learning Loss
  - ❑ Acceleration of Learning
  - ❑ Reaching All Students
- Next steps

# Task Force Process



## Purpose and Charge

- ❑ Everyone's voice is important.
- ❑ Consider the complexity and diversity of our state.
- ❑ Create recommendations, not rules.

## Expectations

- ❑ Participate in the discussions, share your expertise.
- ❑ Respect the opinions of others.

## Outcomes

- ❑ Each Workgroup will create a document containing recommendations, advice and considerations for DESE and/or for Missouri school districts and charter LEAs.

## Limitations

- ❑ This is not an accountability project.
- ❑ The timeline is rapid on this project.
- ❑ Our state's budget is tight.



Members of this task force will play a key role in statewide support for learning recovery...

## Workgroup 1: Assessment of Learning Loss



## **Assessment of Learning Loss**

This group will provide recommendations for assessing learning loss as a result of the extended school closures in spring 2020. This will include discussions of instructional progress, variances in local pacing, systemic sources of data and formative assessment tools.

**Topics and Essential Questions**



**D**  
**Data and Interpretation**

Essential Questions

- What data elements will provide the most relevant picture of student progress?
- What information do we have and what do we need?
- What are the best uses for cohort data and student-level data?
- What data is needed to differentiate instruction and determine appropriate learning pathways?

**A**  
**Assessing the Loss**

Essential Questions

- What do we need to know about student's learning upon entering school in the fall?

**B**  
**Time Management**

Essential Questions

- When is an opportune time to evaluate students' unfinished learning?
- How much time should schools devote to measuring student progress?

**C**  
**Appropriate Tools**

Essential Questions

- What tools do you plan to use in the 20-21 school year to provide information on student academic progress, success, achievement?
- What tools should be available to schools and districts?

# Group 1 – Assessment of Learning Loss

## Part A – Assessing the Loss

**Essential Question:** What do you need to know about your students' learning upon entering school in the fall?

- ❖ A1: Missouri educators without an assessment system need access to tools, resources, and assessments.
- ❖ A2: Districts should formatively assess to determine gaps in learning through the use of district designed, or if possible, DESE provided assessments.
- ❖ A3: Align assessments to essential standards within each content area to provide the most meaningful information to the teacher.
- ❖ A4: Focus on core content by starting with the current grade level approach to determine where the students are in terms of current grade level and measuring what learning gaps they have from the previous year.
- ❖ A5: DESE should provide a platform or depository for Missouri educators to share a bank of questions for formative assessments that are aligned to Missouri Learning Standards.

## Group 1 – Assessment of Learning Loss

### Part B – Time Management

**Essential Question:** When is an opportune time to evaluate students' unfinished learning?

- ❖ B1: Assess students' social-emotional needs prior to addressing their learning gaps and needs.

**Essential Question:** How much time should schools devote to measuring student progress?

- ❖ B2: Districts should monitor throughout the year with adjustments made as necessary.

## Group 1 – Assessment of Learning Loss

### Part C – Appropriate Tools

**Essential Question:** What tools do you plan to use in the 20-21 school year to provide information on student academic progress, success, achievement?

- ❖ C1: Design and administer a survey to all the districts to identify tools the districts use to identify students strengths and weaknesses, this may be purchased or locally designed and built.

**Essential Question:** What tools should be available to schools and districts?

- ❖ C2: Release or use of items from DESE item bank that includes grade-level or end-of-course.

# Group 1 – Assessment of Learning Loss

## Part D – Data and Interpretation

**Essential Question:** What data elements will provide the most relevant picture of student progress?

- ❖ D1: School districts should develop re-entry assessment strategies that include plans for using and interpreting data.

**Essential Question:** What information do we have and what do we need?

- ❖ D2: DESE provides optional MoLEAP assessment tools.

**Essential Question:** What are the best uses for cohort data and student-level data?

- ❖ D3: DESE will provide reflection questions and sample responses for districts to use as a guide.

**Essential Question:** What data is needed to differentiate instruction and determine appropriate learning pathways?

- ❖ D4: Leverage the data (qualitative and quantitative) that your district has and continue the data discussions throughout the school year.
- ❖ D5: DESE provides PD around data use and assessment literacy.

# Group 1 – Assessment of Learning Loss Summary

## Four Topics, Nine Essential Questions, and Fourteen Recommendations

A – Assessing the Loss	B – Time Management	C – Appropriate Tools	D – Data and Interpretation
<p>EQ: What do you need to know about your student’s learning upon entering school in the fall?</p> <ul style="list-style-type: none"> <li>❖ A1: Missouri educators without an assessment system need access to tools, resources, and assessments.</li> <li>❖ A2: Districts should formatively assess to determine gaps in learning through the use of district designed, or if possible, DESE provided assessments.</li> <li>❖ A3: Align assessments to essential standards within each content area to provide the most meaningful information to the teacher.</li> <li>❖ A4: Focus on core content by starting with the current grade level approach to determine where the students are in terms of current grade level and measuring what learning gaps they have from the previous year.</li> <li>❖ A5: DESE should provide a platform or depository for Missouri educators to share a bank of questions for formative assessments that are aligned to Missouri Learning Standards.</li> </ul>	<p>EQ: When is an opportune time to evaluate students’ unfinished learning?</p> <ul style="list-style-type: none"> <li>❖ B1: Assess students’ social-emotional needs prior to addressing their learning gaps and needs.</li> </ul> <p>EQ: How much time should schools devote to measuring student progress?</p> <ul style="list-style-type: none"> <li>❖ B2: Districts should monitor throughout the year with adjustments made as necessary.</li> </ul>	<p>EQ: What tools do you plan to use in the 20-21 school year to provide information on student academic progress, success, achievement?</p> <ul style="list-style-type: none"> <li>❖ C1: Design and administer a survey to all the districts to identify tools the districts use to identify students strengths and weaknesses, this may be purchased or locally designed and built.</li> </ul> <p>EQ: What tools should be available to schools and districts?</p> <ul style="list-style-type: none"> <li>❖ C2: Release or use of items from DESE item bank that includes grade-level or end-of-course.</li> </ul>	<p>EQ: What data elements will provide the most relevant picture of student progress?</p> <ul style="list-style-type: none"> <li>❖ D1: School districts should develop re-entry assessment strategies that include plans for using and interpreting data.</li> </ul> <p>EQ: What information do we have and what do we need?</p> <ul style="list-style-type: none"> <li>❖ D2: DESE provides optional MoLEAP assessment tools.</li> </ul> <p>EQ: What are the best uses for cohort data and student-level data?</p> <ul style="list-style-type: none"> <li>❖ D3: DESE will provide reflection questions and sample responses for districts to use as a guide.</li> </ul> <p>EQ: What data is needed to differentiate instruction and determine appropriate learning pathways?</p> <ul style="list-style-type: none"> <li>❖ D4: Leverage the data (qualitative and quantitative) that your district has and continue the data discussions throughout the school year.</li> <li>❖ D5: DESE provides PD around data use and assessment literacy.</li> </ul>

## Workgroup 2: Acceleration of Learning



## **Acceleration of Learning**

This group will provide recommendations for accelerating learning with a focus on the 2020-21 school year. This will include discussions of lessons learned and evidence-based strategies for learning acceleration, such as the identification of the most important learning standards that are prerequisites for future learning and the use of available assessment data.



- Accelerate student learning using effective instruction matched to student needs.
- Match curriculum to student needs.
- Use a continuous improvement process to develop, implement and monitor continuity of learning.
- Develop and support an effective communication plan for continuity of learning.



- Accelerated Learning Instructional Guidance
- District Priority Standard Process Repository
- Instructional Gap Analysis Tool
- Recommended Remote Learning Timing Guidelines



- Acceleration vs. Remediation
- Balance on-grade-level material while attending to gaps in prerequisite knowledge needed to master new content.
- Use research-based components to plan lessons for learning acceleration.



- Resources for selection of priority standards
- The WHY behind priority standards
- Sample processes from different districts of varied size



- Designed to support collaborative identification of possible instructional gaps
  - ❑ All grade levels and core content areas and all Missouri Learning Standards (MLS)
  - ❑ Guides reflection on SY2019-20 instruction and level of instructional opportunities for each of the MLS
- Tool can be adapted by districts and charters
  - ❑ Include district-/charter-identified priority standards
  - ❑ Other content area standards



- If or when we are in a virtual environment for learning, we must be intentional around how we utilize time. It is both an asset and a liability.
- It is not advised nor is it feasible to have the same type of structure online as in person.
- There must be continued consideration for the research around attention spans and their correlations to age.
- There must be continued consideration for the research around the number of minutes students should be expected to actively engage with a computer screen.
- The following recommendations are intended to provide guidance as teachers successfully plan for instruction in an online platform and do so with the highest probability of student engagement and ultimately achievement: K-1, 45-minutes; 2-3, 60-75 minutes; 4-5, 90 minutes; 6-12, 3 hours.

## Recommended Time Guidelines for Remote Student Learning Based on Grade Span



As developers of this content, the workgroup recognizes that teachers may not adhere to these guidelines due to the variance in technology and access for students. However, the workgroup felt this was an appropriate piece to value student-led learning, as well as the social, emotional, and mental health of the student.

Grade Level	Daily Learning Time*	Daily Remote Learning Time Could Include...
K-1	<ul style="list-style-type: none"> <li>Approximately 45 minutes</li> <li>5- to 10-minute time spans</li> </ul>	<ul style="list-style-type: none"> <li>Content-based activities that encourage reading, writing and problem-solving</li> <li>Learning activities including handouts or online work</li> <li>Physical education, health, art, music, world language, etc.</li> <li>Social-emotional learning</li> </ul>
2-3	<ul style="list-style-type: none"> <li>Approximately 60-75 minutes</li> <li>10- to 15-minute time spans</li> </ul>	<ul style="list-style-type: none"> <li>Content-based activities that encourage reading, writing and problem-solving</li> <li>Learning activities including handouts or online work</li> <li>Physical education, health, art, music, world language, etc.</li> <li>Social-emotional learning</li> </ul>
4-5	<ul style="list-style-type: none"> <li>Approximately 90 minutes</li> <li>20-minute time spans</li> </ul>	<ul style="list-style-type: none"> <li>Content-based activities that encourage reading, writing and problem-solving</li> <li>Learning activities including handouts or online work</li> <li>Physical education, health, art, music, world language, etc.</li> <li>Social-emotional learning</li> </ul>
6-12	<ul style="list-style-type: none"> <li>Approximately 3 hours for all classes</li> <li>30 minutes for each class</li> <li>After 15 minutes, strongly recommend students get up to move</li> </ul>	<ul style="list-style-type: none"> <li>Content-based activities that encourage reading, writing, reflection and problem-solving</li> <li>Learning activities including handouts or online work</li> <li>Discussion boards</li> <li>Recorded lectures</li> <li>Physical education, health, art, music, world language, etc.</li> </ul>

(\*These are approximations. Learning is measured by the level of engagement with the content and a student's understanding, not necessarily the time spent learning.)

### Unified Arts and Humanities (Specials/Electives)

Visual Arts, Music, Physical Education, Health, World Languages, etc.

The time allotted for specials/electives will vary greatly by the district and grade level. **Suggested time frames for specials/electives should be considered part of the total daily learning time mentioned above.** Consideration should be given for the fraction of the school day/year this class might normally represent. Encouraging daily student physical activity will be critical while also providing opportunities for meaningful activities in other specials/electives. Students are accustomed to daily, structured movement (such as physical education) as well as unstructured movement (such as recess).

## Workgroup 3: Reaching all Students



## Reaching All Students

This group will provide recommendations for reaching all students with strategies to accelerate learning. This will include discussions of equity, meeting the needs of Missouri's most vulnerable, economically challenged students, students in the primary grades, and responses to the social-emotional needs of students and educators.



Our workgroup recognizes the immense challenges schools, educators, students and families have returning to school safely and applauds the efforts of all involved in planning for the next school year with limited resources and continued uncertainty. This coming year educators will need to be creative, nimble and focused on the mission of moving all students forward in their education.

For the purpose of this document, the term “at risk or vulnerable students” is meant to include, but is not limited to, students with disabilities, English learners, gifted/talented students, students who are homeless, and students in foster care or otherwise at-risk students.



**The key for the coming year is flexibility.** Education will look different this year. Educators must reexamine the curriculum and how it is delivered. Our workgroup urges school districts to structure those changes with a primary focus on the needs of our most vulnerable students who are farther behind and will need more assistance to move forward at an accelerated pace, with the potential for future education disruption. That said, school districts should not deny educational opportunities to students just because all students will not be able to participate. The intent is not to hold students back while other students catch up. The intent is to allow all students to progress, but with the understanding that in a difficult budget year more district resources should be focused on students who come back to school far behind their peers.



**Equity is not the same as equality.** Making sure all students have equal access to a high-quality education is indeed the goal. But the truth remains that some students need more assistance to access that education. When looking to the needs of students through the lens of equity, the students who are farthest behind — these most vulnerable students — may require more of those resources to catch up, succeed, and eventually close the achievement gap. Giving students who come to school lagging academically (because of factors outside of a school's control) the exact same resources as the students who are on target will not close the achievement gap. School districts will need to be ready to provide these vulnerable students more than other students and bravely defend those choices to do so.



**Educators must be educated on the impact of trauma on learning and sensitive to the social and emotional health of students as they return.** While this is true of all students, it is particularly true for our at-risk and vulnerable students, many of whom were suffering from trauma even before schools were closed. Our workgroup determined that to re-open schools in a manner that helps all students, educators have much to learn and will need assistance in readjusting curriculum and delivery methods. The workgroup recommends immediate access to the following:

- A repository of district-recommended resources.
- Quality professional development.



**Our workgroup has determined that progress towards equity can only occur if school districts dramatically restructure how education is delivered.** The workgroup recommends that districts utilize the following, with a primary focus on the needs of at-risk and vulnerable students:

- Flexible, alternative scheduling models.
- Flexible staffing models.
- A focus on acceleration of learning with necessary accommodations and scaffolding.

Again, we applaud the efforts of all involved as we approach this immense challenge, however, we implore you to keep the needs of our most vulnerable and at-risk students at the forefront of your considerations as we move forward into the 2020-2021 school year.

**Task I:** In order to support the social-emotional needs of all students, families, and staff upon returning to school in the aftermath of the Covid-19 closures:



**Recommendation I.1:**

**Actions to Take**

Our task force group recommends the curation of a repository of district recommended resources and recommendations supporting the physical and social-emotional needs of our state's students, families, and educators.

- a) Provide an easily accessible resource site on the DESE webpage with the following divisions:  
Elementary (K-5), Middle School (6-8), High School (9-12); all students, students with IEPs, English Language Learners, At-Risk, and Gifted/ Talented;  
Families; Educators/Staff; LEAs
- b) Promote collaboration between national, state, and local agencies to provide access to existing resources compiled by their agencies which address physical and social-emotional needs.
- c) Provide an avenue for districts to request additional information not included within the repository.

**Task I:** In order to support the social-emotional needs of all students, families, and staff upon returning to school in the aftermath of the Covid-19 closures:



**Recommendation I.2:**

**Actions to Take**

Our task force group recommends the organization of readily available pre-recorded and live professional development opportunities addressing return to school anxiety, trauma, trauma-informed discipline, social-emotional learning, and creation of affirming and inclusive learning environments for our most vulnerable students.

- a) Partner with state and regional agencies to create and present training on socio-emotional topics as they pertain to our most vulnerable students.
- b) Provide an easily accessible repository of professional development opportunities (live and pre-recorded) on socio-emotional topics as they pertain to our most vulnerable students on a dedicated DESE webpage.

**Task II:** To ensure that equity is foundational in the plans for leveraging learning for all students upon returning to school in the aftermath of the Covid-19 closures:



**Recommendation II.1:**

**Actions to Take**

Our workgroup recommends districts/schools develop flexible alternative scheduling models, which ensure an equitable transition for all students by planning for the most vulnerable students first. For the students with the most significant learning needs on our campuses, whatever platform would be most appropriate for them would be most accessible for the general population.

- a) Partner with families to develop the best possible delivery plan for students with disabilities, specific learning and/or health needs, or other factors that put them at risk for learning.
- b) Make provisions for or require remediation outside the regular school hours for those vulnerable/at-risk students who have experienced additional learning loss due to a lack of resources or accommodations as a result of COVID-19.

**Task II:** To ensure that equity is foundational in the plans for leveraging learning for all students upon returning to school in the aftermath of the Covid-19 closures:



### Recommendation II.2:

Our workgroup recommends that districts/schools use flexible staffing models that allow educational staff to meet students' specific physical, social, emotional and academic needs. Careful consideration should be given to at-risk or vulnerable students while enacting this recommendation.

### Actions to Take

- a) Adjust for educator shortages and secure and/or reallocate roles/ responsibilities of current staff to meet the needs of students through the use of wrap-around and/or compensatory services.
- b) Given the changes required with alternative scheduling, provide educators with the structures and processes to collaborate effectively and develop solutions for our most urgent problems of practice while meeting the needs of our most vulnerable students and their families.

**Task II:** To ensure that equity is foundational in the plans for leveraging learning for all students upon returning to school in the aftermath of the Covid-19 closures:



**Recommendation II.3:**

**Actions to Take**

Our workgroup recommends that districts/schools focus on acceleration of learning with necessary accommodations and scaffolding rather than large scale return-to-school remediation. While considering at-risk and vulnerable students, districts should identify and mitigate gaps that stand in the way of inclusion, equity, and excellence for all while enacting this recommendation.

- a) Collaborate with national, state, and local agencies to provide access to existing resources, focusing on providing alternate or supplemental services for students with challenges to curriculum access due to physical, language, and/or learning limitations or connectivity issues.
- b) Provide an easily accessible repository of professional development opportunities (live and pre-recorded) on a dedicated DESE webpage that address best practices for accommodating and supporting the learning needs of our most vulnerable students.
- c) Encourage community partnerships to address student access to educational resources during the school year.
- d) Remove accountability usage of testing data from the 2020-2021 school year before August 1, 2020. This action would give districts permission to think about growth versus grade levels for this school year.



# Questions?



**What happens next?**



- Task Force delivers recommendations
- Toolkits, resources and materials posted
- DESE releases initial plan to implement Task Force recommendations
- State Board of Education hears Task Force recommendations and implementation plan



Thank you for your continued support of the work of this Task Force.

# Participating Organizations



American Federation of Teachers

Commissioner's Advisory Council

Charter School Association

CSD of Greater Kansas City

DESE Area Supervisors of Instruction

DESE Assessment, Curriculum and Special Education

EdPlus

Foreign Language Association of Missouri

Fort Osage Public Schools

Kansas City Public Schools

Mo Association of Elementary School Principals

Mo Association of Rural Education

Mo Association of School Administrators

Mo Association of Secondary School Principals

Mo Council of Administrators of Special Education

Mo Council of Social Studies

Mo Council of Teachers of English

Mo Council of Teachers of Mathematics

Mo Literacy Association

# Participating Organizations



Mo National Education Association

Mo School Boards' Association

Mo School Counselor Association

Mo State Teachers Association

North Kansas City School District

Pattonville School District

Regional Professional Development Center-  
Central

Regional Professional Development Center-  
KC

Regional Professional Development Center-  
NE

Springfield Public Schools

Science Teachers of Missouri

Show Me Curriculum Administration  
Association

St. Louis Area Curriculum Coordinators  
Association

St. Louis Public Schools

SWMO Curriculum Directors Association

# Thank you!

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