

USING EVIDENCE BASED STRATEGIES TO IMPROVE STUDENT OUTCOMES:

Learnings from Cross-State High School Redesign
Collaborative to Inform Remote Learning Plans

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CROSS-STATE HIGH SCHOOL RE-DESIGN COLLABORATIVE

- Is a collective efforts of six participating states:
 - Louisiana, Massachusetts, Mississippi, New Mexico, New York, and Ohio

AND 65 urban, suburban and rural high schools partnering with the CCSSO and Everyone Graduates Center at JHU
- Dedicated to redesigning high schools that support their communities in the 21st Century and enable all students and teachers to thrive



HOW WE DO THE WORK

- Evidence based and locally customized
- Based on local voice and community vision of what high school should do in 21st century
- Driven by inclusive high school redesign team:
 - Teachers
 - Counselor
 - School leaders
 - Students
 - Community members



FOCUS ON EVIDENCE-BASED STRATEGIES FOR FOUR LEVRS OF IMPROVEMENT HIGH SCHOOLS CAN IMPACT/CONTROL

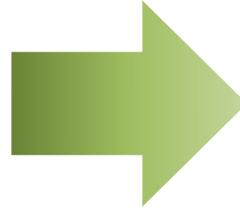
- Organizing adults
- Putting students at the center:
 - Student supports
- Improving teaching and learning
- Providing postsecondary pathways, partners, and experiences for all students



ORGANIZING ADULTS: “IT’S TEAMS, NOT INDIVIDUALS”

FROM:

- Isolated classrooms
- Every person for him/herself
- Individual perspective
- Bureaucratic
- Hierarchical
- Compliance Driven



TO:

- Integrated teams of adults
- Relational trust
- Team perspective
- Human/End user
- Distributed leadership
- Commitment

Evidence Based Practices

Teacher Teams
Distributed Leadership
Leadership Development
Relationships and Trust
Data-Driven Decision Making

Supporting Structures

Student cohorts
Interdisciplinary Teams
Academies
Collaborative Planning Time
Personalized Learning Lanes

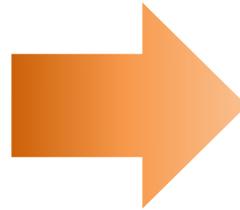
Influencing Factors

Student data/needs/voice
Teacher capacities
Community Opportunities

TEACHING & LEARNING: SUPPORTED, ENGAGED, AND CHALLENGED

FROM:

- Individual orientation
- Assessment of learning
- Stand and deliver
- Extrinsic
- Ritualized practice
- Mistake = Bad



TO:

- Collective efficacy
- Assessment for learning
- Learning scientists and activators
- Intrinsic, Choice, Autonomy
- Competency attainment of something worthwhile

Evidence Based Practices

Evidence-Based Instructional Program aligned with College and Career Readiness

Creating Challenging AND Caring Classrooms

Follow the Evidence – Use the Learning Sciences

Formative Assessments to Tailor Instruction and Supports

Integrating Social, Emotional and Academic Development

Supporting Structures

Professional Learning Communities

Instructional Coaches

Collaborative Planning in School Day

Standards Based Grading/Competency-Based Learning

Influencing Factors

Student data/needs/voice

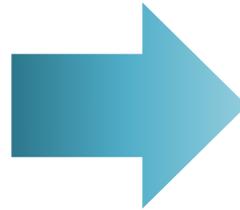
Teacher capacities

Community Opportunities

STUDENTS AT THE CENTER: “HOPE, AGENCY, TRUST AND RELATIONSHIPS”

FROM:

- I am not a social worker
- Those people
- Data for accountability
- Punitive
- Deficit
- Fixed mindset
- Shame
- Compliance



TO:

- How can I help?
- We are the people
- Data for improvement
- Restorative
- Asset-based
- Growth mindset
- Resilience
- Commitment

Evidence Based Practices

Positive Developmental Relationships with Adults
Early Warning and Multi-Tiered Student Response Systems and Community Support
Building Hope, Purpose, and Agency
Restorative Practices

Supporting Structures

Ongoing structures/rituals that promote and celebrate student voice, engagement, and performance
Academies/Student Cohorts
Interdisciplinary teams
Common Planning Time

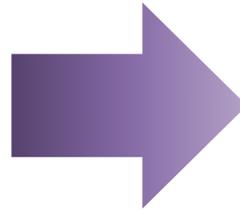
Influencing Factors

Student data/needs/voice
Teacher capacities
Community Opportunities

POSTSECONDARY PATHWAYS: ONCE AN ENDPOINT, NOW A STEPPING STONE

FROM:

- Sorting and ranking
- Compliance
- Seat time
- School as single purveyor of knowledge



TO:

- Universal participation in a post secondary plan
- Commitment
- Relevance
- Learning beyond school walls

Evidence Based Practices

Choice of pathway is up to the student and family

All students are supported to complete a comprehensive plan for success after high school

Integration of technical and academic content

Dual Enrollment – Early College
– AP – IB

Supporting Structures

College and career planning programming beginning in 8th grade for students and family including supports for college admission process

Academies/Cohorts

Competency-Based Learning

Apprentice/Internship/Job Shadow

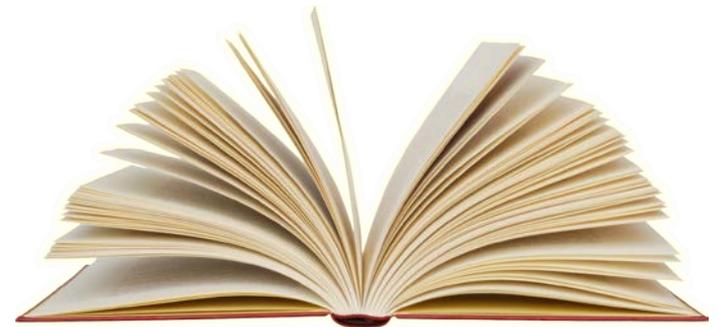
Influencing Factors

Student data/needs/voice

Teacher capacities

Community Opportunities

CONTEXT UNDER WHICH REMOTE LEARNING IN 2020-21 WILL OCCUR



STUDENT VIEWS ON SCHOOLING AND HOME LIFE DURING THE SPRING-AMERICA'S PROMISE ALLIANCE SURVEY OF 3,300 13 - 19 YEAR OLDS

- Almost all are participating in some form of remote learning
- **78%** say they are spending four hours per day or less on class or work assignments
- **40%** say they have been offered no social-emotional support by an adult from school
- Almost **25%** report feeling disconnected from school, adults, and classmates



STUDENT VIEWS ON SCHOOLING AND HOME LIFE DURING THE SPRING-AMERICA'S PROMISE ALLIANCE SURVEY OF 3,300 13 - 19 YEAR OLDS

- Over 25% say they are losing more sleep, feeling more unhappy, feeling under constant strain, or losing confidence in themselves
- 52% more worried than usual about their health and family health
- 40% more concerned about family financial standing and their educational future
- **Bottom Line:**
 - nearly all students spent less time than normal actively engaged in organized school learning and many are under significant strain



PARENTS BECAME TEACHERS

- In the May Census Bureau of Households:
 - both high and low income parents reported spending about **13 hours per week** helping their children with learning



THE NEGATIVE IMPACTS OF COVID-19 ON STUDENTS WILL VARY

- For some students, it will be traumatic, as they experience one or more deaths or severe illnesses among close family and friends
- Some will suffer the pain of continued or new abuse
- Others will experience great stress driven by food insecurity, family financial struggles, or other challenging environmental conditions
- Many experience fear of the unknown and uncontrollable
- Some will be frustrated by significantly interrupted schooling, caused lack of internet access, need to watch and support younger siblings as their parents worked, or their own need to work
- Others, suddenly unattached from supportive day-to-day interactions in school, may have become entirely disconnected or disengaged from schooling

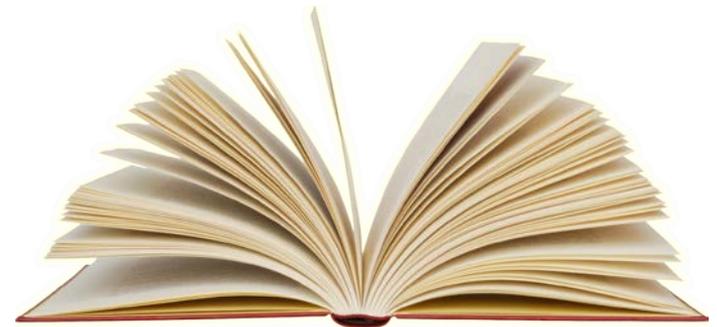


SOME STUDENTS MAY EXPERIENCE POSITIVE IMPACTS

- At same time, as they live through struggles, students may have positive experiences—as they find value, feel worth, or experience agency in successfully supporting siblings and family or learning in a new ways
- Some may have experienced a greater sense of community or support at home or among peers
- Others may have found/find distant or online learning to be a better experience than their prior schooling
- Some may have felt/feel relief from being bullied or teased at school
- Some may have simply enjoyed the freedoms of a less regulated day



**LEARNINGS FROM THE CROSS-
STATE HIGH SCHOOL REDESIGN
COLLABORATIVE TO INFORM
REMOTE LEARNING DURING
COVID-19**



WHAT DO WE KNOW ABOUT HOW ORGANIZING ADULTS CAN HELP SCHOOLS SUPPORT REMOTE LEARNING AND SCHOOLING?



EXPAND AND STRENGTHEN EXISTING DISTRIBUTED LEADERSHIP AND PROFESSIONAL LEARNING COMMUNITIES

- The experience of conducting school, enabling teaching and learning, and meeting student and school staff needs under the ever changing and often unpredictable impacts of COVID-19 is daunting and filled with stress and scarcity
- Schools that were organized on a adult team based structure, distributed responsibilities, put a premium on building supportive relationships, and had adaptive cultures, fared much better during the Spring than schools organized around impersonal structures and procedures
- Build time into schedule for both teacher and school leadership collaboration, learning, and self-care



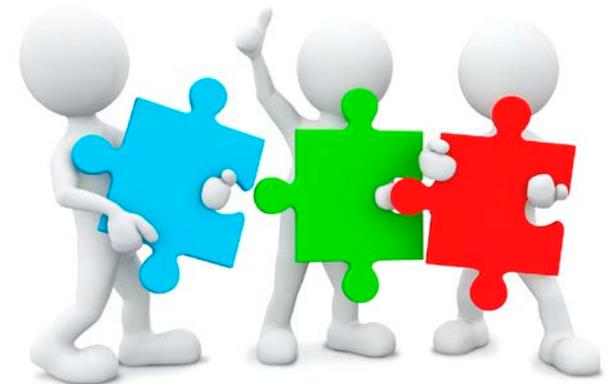
STUDENT AND TEACHER NEEDS DATA COLLECTION TEAM

- Need to regularly survey students and teachers to know what is working and what needs adjustment
- Need to establish baseline social-emotional and home life needs that impact opportunity to learn
- Several organizations have created **free surveys** tailored to remote schooling under COVID-19
 - [TNTP COVID-19 Support Survey](#)
 - [Panorama Education](#)
- Need to collect attendance data modified for COVID-19 and Remote Learning
- Can track key metrics of school connectedness, belonging, and engagement



COVID-19 DATA ANALYSIS AND RESPONSE TEAM

- An aligned team needs to:
 - Analyze the survey data, as well as key indicators of student learning, school connection, and staying on track
 - Share key findings with school staff, students, and families
 - Develop needed responses, track their implementation and effectiveness, and make adjustments as needed



NEED A STRUCTURE – AN ADVISORY OR MENTORING SYSTEM – THAT PROVIDES SCHOOL SUCCESS COACHES TO STUDENTS THAT NEED THEM

- Form a supportive relationship with the student and their family
- Provide accurate information on what their daily and weekly schedule is
- Serve as a conduit when student's need extra academic, social-emotional, or home-life help
 - [Success Mentor Remote Learning Guidelines](#)
- Use [Relationship Mapping](#) to pair students with adults who they already have a supportive relationship with
- See [Stand for Children Guide](#) on Providing Advisors for All Students



NEED AN OUTREACH TEAM FOR STUDENTS WHO ARE UNABLE TO PARTICIPATE OR DISCONNECTED

- Particularly at the high school level, during COVID-19 students may have family sibling or elder care responsibilities, and/or are working to help support their families
- Some of these students did not participate in remote learning in the spring and efforts need to be made to reconnect them to school
- Others may face these challenges this year
- Absent a strategy that uses social networks, other students and families who know the student, and positive messaging to let these students know they are wanted and the school can help them address their family/home needs
 - too many students will disconnect from school



EXAMPLE: ONE HS'S USE OF BRAIN SCIENCE TO RE-TOOL REMOTE LEARNING

- Started with 65-minute periods, surveyed teachers, students, parents, 87% said too long for remote environment
- Worked to balance, academic growth, social and emotional development, and overall well-being
- Reduced screen time, and elevated off-line independent work, focused on quality not quantity of assignments
- Built in 15-minute breaks between classes, and more time for student's to meet with teachers and advisors during office hours
- To reduce cognitive load challenges, built in consistent routines

– [How Brain Research Helped Retool Our School Schedule for Remote Learning](#)



FIELD LEARNING – USE OF BRAIN SCIENCE

- Focused on essential questions and core competencies
 - Asked “What do I want my students to still know, value and be able to do in two years”
 - The rest could go
- Designed lessons and assignments that gave students smaller, more regular doses of very targeted feedback, and used more low stakes assessments
- Projects used as means of getting students to transfer this knowledge to new context
 - Did not use projects to learn new concepts
- Work in progress
 - student said “distance learning has all of the elements of school, but none of the fun stuff.” So working on how to elevate social connections



OHIO RESOURCES

[Family Engagement: Reset and Restart](#)

[Ohio Statewide Family Engagement Center](#)

[Reset and Restart: Returning to School: Supporting the Social, Emotional and Behavioral Health of Students and Staff](#)

[Ohio Social and Emotional Learning](#)

[CASEL Social and Emotional Learning Roadmap for Reopening School](#)



WHAT DO WE KNOW ABOUT EFFECTIVE REMOTE TEACHING AND LEARNING?



RAPID EVIDENCE ASSESSMENT FROM ENGLAND ON WHAT MAKES REMOTE LEARNING MORE EFFECTIVE

- Access to and instruction on how to use necessary technology
- How student's are taught matters more than techniques used-Clear explanations, scaffolding and feedback is what matters, not if it live, taped, larger group or small.
- Peer interactions can provide motivation and improve remote learning-peer feedback, share models of good work, live group or partner discussions
- Modeling and tools to help students work independently-modeling reflection, sharing strategies for when you get stuck, using checklists and daily planners
- Low stakes quizzes after remote presentation of knowledge, to facilitate active recall



FIELD LEARNINGS FROM THE SPRING: SOME THINGS THAT WORKED

- Providing students with videos of key lessons, that they can watch multiple times or on their own schedule
- Building student agency (choice, voice, leadership, helping others) as motivator for putting forth effort
- High expectations with grace and empathy
- Multiple ways to demonstrate competency



WHAT ARE THE PRE-CONDITIONS FOR ACCURATE MEASUREMENT OF LEARNING LOSS?

- There is significant potential for attempts to give diagnostic tests to establish student learning loss, to lead to inaccurate results
- Students need to be re-connected to school and establish or re-establish relationships with their teachers
- The stress students feel from the COVID-19 challenges they face needs to be factored in
- Prior knowledge needs to be re-activated
- Students need to understand the purpose, of the learning loss assessment, and not see it as a judgement on their ability or worth
- Suggests importance of initial 2-week? Re-start period and integrated social, emotional, and academic focus before any diagnostic testing occurs



THE BEST DEFENSE AGAINST “LEARNING LOSS” IS A GOOD OFFENSE

- Some evidence from response to learning loss during Hurricane Katrina that traditional remediation efforts did not work very well at the high school level i.e. spending significant time on last years material before focusing on current grade level material
- Stronger evidence for mixed approach, focus on grade level material, filling in prior knowledge, just in time, where needed
 - [What Post-Katrina New Orleans Can Teach Schools About Addressing COVID-19 Learning Loss](#)
- See [TNTL Learning Activation Guidance](#) for a detailed approach and supportive tools centered on teaching grade level material with support as response to learning loss



ENABLING ENGAGED LEARNING

- From our friends at the PERTS Engagement Project – students are engaged with learning when they experience:
 - Teacher Caring**
Students engage more deeply in their work when they feel like their teacher likes them and cares about them as a person
 - Feedback for Growth**
Students learn more effectively when their teacher recognizes and encourages their progress, and offers supportive feedback to help them improve
 - Meaningful Work**
Students are more motivated to learn when they can see how their classroom experiences relate to their lives outside of school



ENGAGED LEARNING ENVIRONMENTS UNDER COVID-19 (CONT.)

- PERTS has developed evidence based guidance on these elements of engagement and a very short set of student survey questions (5 to 10 minutes), which help teacher teams establish baseline and test improvement strategies rather learning is occurring in person, remotely, or a blend
 - [The Engagement Project](#)
 - [Learning Connections that Build Engagement](#)



HIGH SCHOOL GRADES AND COURSE CREDIT

- Course grades are the strongest predictor that students are on track to both high school graduation and postsecondary success
- Getting decent grades in challenging classes remains a critical outcome
- We need to think how under COVID-19 we can continue to provide our high school students with access to challenging work, whether schooling is in-person, remote, or blended, and a means to demonstrate their skill and knowledge
- There are emerging examples of how this can be done virtually under COVID-19, via portfolios, projects, presentations, and competency based models

–[Virtual Portfolio Kit](#)



OHIO RESOURCES

[Reset and Restart: Student Readiness Toolkits](#)

- [English Language Arts Toolkit](#)
- [Mathematics Toolkit](#)
- [Assessment Literacy Tools](#)

[Reset and Restart for Career-Technical Education](#)

[Remote Learning Resource Guide](#)

[Virtual Meetups and Content Specific Resources](#)

[Graduation Flexibility](#)



WHAT DO WE KNOW ABOUT SUPPORTING PUTTING STUDENTS AT THE CENTER/STUDENT SUPPORTS DURING COVID-19 ?



THE LASTING IMPACT OF COVID-19 ON STUDENTS WILL DEPEND ON

- Both the nature of students' COVID-19 **circumstances**, and **how students experience** and process them.
- Two students could face similar circumstances but **experience** and **process them differently**, resulting in different impacts
- To learn more see Center for Developing Child: [“Supportive Relationships and Active Skill-Building Strengthen the Foundations of Resilience”](#)





THIS TELLS US

- All students will **benefit from thoughtful re-start activities and experiences**, rather than just starting day 1 as if it was a normal return to school after summer
- These activities and experience should help students process and potentially re-frame the meaning of their COVID-19 experiences; connect/reconnect them to supportive adults and peers; **shape schooling as a positive, moving forward experience**, not recovery from loss
- A **big goal** is to **establish a foundation of trust, belonging, and relationships** on which to build the school activities for the year, however they unfold



TOOLS YOU CAN USE

- [Turnaround for Children](#) has a good set of tools for maintaining relationships and routines virtually
- Also see the Students at the Center, How and Why section of the [Cross State High School Redesign](#) Website for how to build trust, belonging and strengthen relationship



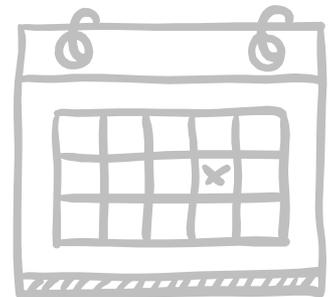
BEYOND THIS, HOWEVER...



- It will be difficult to know which additional supports are needed by each student,
- Unless students' COVID-19 circumstances and how they experienced them are well-known to adults in the school
- This will likely only be true for small to modest percent of students
- We need a means to **figure out which students need what supports and when**



**HOW EARLY WARNING, ON-TRACK,
AND MTSS SYSTEMS CAN BE USED
AND ADAPTED TO SUPPORT
SUCCESSFUL RETURN OF STUDENTS
IN THE FALL**



THEY COMBINE SCHOOL BEHAVIOR INDICATORS WITH MULTIPLE TIERS OF EVIDENCE-BASED SUPPORT

- Academic and social-emotional behaviors that are predictive of important outcomes (rather than student characteristics) are used to identify students who may be in need of additional supports
- These indicators are paired with a multi-tiered response system that combines whole school/grade preventive activities, targeted small group supports, and customized one-to-one or one-to-a-few actions
- The goal is strategic response: acting at the level where, greatest number are positively impacted

—[EWS Manual](#)

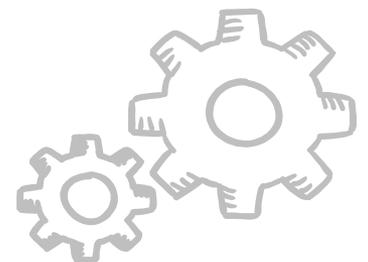


COMBINE REAL-TIME (OR NEAR REAL-TIME) DATA WITH HUMAN INSIGHTS

- To be responsive, adults who interact with students need ready and easy **access to as near real-time data** on as possible
- Data, however, is only a signal
 - To know what, if anything, to do with that signal, educators **need human insights**, from the adults, peers, or parents who have positive relationships with the identified student(s), as well as the students themselves



HOW CAN THESE SYSTEMS BE ADAPTED TO SUPPORT STUDENTS DURING COVID-19?



ESTABLISH DATA AND HUMAN SYSTEMS THAT ENABLE CONTINUAL PROGRESS MONITORING OF ALL STUDENTS AND ADAPTIVE ASSET-BASED RESPONSES

- For good and bad, COVID-19 was experienced by all students. Further, it's not over; student needs and experiences will evolve as the year progresses
- Under these conditions, EWS, on-track, and MTSS systems cannot be operated by a lone counselor or even a small student support team
- Schools must establish ways to enable these systems to be used by significant numbers of adults in the building
- The work must be done from a mindset of proactive and responsive actions that build on strengths

–[COVID-19 shared resources](#)



ADAPTING AND EXPANDING THE ABC PREDICTIVE INDICATORS AND RESPONSES UNDER COVID-19



WORKING DRAFT OF MODIFIED ABC INDICATORS FOR RESPONDING TO COVID-19

ABC Indicators Adapted for Responding to COVID-19: Working Draft	Attendance	Behavior/ Social-Emotional	Course Performance	Postsecondary Pathways (High Schools)
Whole School Tier 1	Student Presence in Formal Schooling Whether In-Person, Remote or Combo	Well-Being: Survey - Safety, Stress, Hope, and Health	Classroom environments whether in person, remote, or combo, build relationships, routines, and resilience (Turnaround for Children 3R's)	Student's Perceive High School Actions are Linked to Building their Future
Progress Monitor and Respond with Targeted Group and Individual Supports Tiers 2 and 3	Completion of Assignments - Minimal, Moderate and Full	Four Components of School Connectedness	PERT Measures of Student Engagement High School Course Grades/Credits for Graduation	Juniors and Seniors Postsecondary Milestones Choice/Match-Application-Financial Aid-Selection-Enrollment



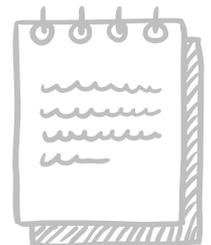
FOCUS ON SCHOOL CONNECTEDNESS AND BELONGING

- A strong sense of school connection or belonging is essential to student success under COVID-19 (and in general)
- Available metrics: students have high odds of strong connection to school when
 - There are two or more adults who they believe know them and care about them as a person
 - They are affiliated with a peer group supportive of their identity
 - They are engaged in pro-social activities, e.g. helping others directly or indirectly
 - They believe their school is a welcoming place
- For more information on [how to build school connection when schooling is remote](#)



PUTTING THE PIECES TOGETHER:

ORGANIZING ADEQUATE RESOURCES TO PROVIDE SCHOOL-WIDE SUPPORTS, PROGRESS-MONITOR ALL STUDENTS ON ADAPTED ABC INDICATORS, AND BE RESPONSIVE AND ADAPTIVE AS NEEDS EVOLVE



ESTABLISH MEANS TO ANALYZE IMPACT OF SUPPORTS PROVIDED AND MAKE ADJUSTMENTS AS NEEDED

- No playbook exists on how to meet the diverse set of ever-evolving student needs that each school will face as the result of COVID-19
- Thus one step often overlooked in traditional uses of EWS, on-track, and MTSS systems is more crucial than ever
- Recording responses/interventions used to support students, checking in on their efficacy, and making adjustments as needed is crucial
- This enables schools to build their local knowledge base of what works, for which students, under which conditions



STUDENTS AS CO-DESIGNERS

- One of the best guides to students' experiences of COVID-19 and how they process them is students themselves
- Student voice must be at the center of COVID-19 response efforts
- First, build trust through supportive relationships focused on student and family well-being
- Then, build engagement by establishing participatory structures; at high school level, students should be included in COVID-19 response teams
- Regularly survey students both on the evolving impacts of COVID-19 on their lives, and the helpfulness of the school's responses



UPDATE AND ADAPT RESOURCE MAPS

- EWS, on-track, and MTSS systems typically develop resource maps, which show available whole-school, targeted group, and one-on-one or one-on-few responses; these are available at the school and sometimes district level
- They need to be update and adapted for COVID-19 response, based on evidence-based ideas shared here and in other venues as well as student, teacher, and community input
- They should show, for each indicator and area of focus, what is available for each tier of COVID-19 response; and then made available to the COVID-19 response teams



STRATEGIC USE OF COMMUNITY PARTNERS

- Effective COVID-19 response is a tall order; it will be hard, especially in the most impacted communities, for schools alone to drive and implement responses
- Work with existing community partners to leverage assets to support the school COVID-19 response plan
- Integrate their resources and connections to students into the multi-tiered response system
- Proactively ask partners how their supports can continue if schooling becomes remote again
- If needed, increase community partners who can
 1. provide, physical and mental health supports, and/or
 2. form supportive relationships with students



CULTURALLY AND SITUATIONALLY RESPONSIVE

- Students' and their families' experiences of COVID-19 may differ from those of some or most school staff
- Structural inequities in access to healthcare, wi-fi, food and medicine, comfortable shelter, or even just a quiet place to work, and the ability to shelter vs. the need to keep working, will impact many students and families
- Prior work on responding to students' and families' needs shows the importance of responder mindsets, including empathy, absence of blame, seeking to listen and understand, a sense of shared humanity, and practical support without pity
- NYC Community Schools resource on [Talking with Students about COVID-19](#)



OHIO RESOURCES

[Cultural Competency Resources](#)

[Community Partnerships](#)

[Evidence-Based Practice Guide on Climate and Culture](#)

[School-Wide Assessment Planning for a Multi- Tiered System of Support](#)



WHAT DO WE KNOW ABOUT KEEPING STUDENTS ON TRACK TO POSTSECONDARY SUCCESS REMOTELY DURING COVID-19?



COVID-19 AND POSTSECONDARY PATHWAYS

- A key COVID-19 response strategy is keep hope for a better tomorrow alive by tracking and responding to emerging students needs with their postsecondary and workforce preparation activities, experiences, and milestones in grades 9 to 12
- We also need to insure that the COVID-19 disruptions of 2020-21, do not leave rising seniors without a postsecondary placement or employment
 - thus each seniors progress towards this needs to be closely tracked, and plans made to provide supports
 - [COVID-19 shared resources](#)



OHIO RESOURCES

[Industry Recognized Credentials](#)

[Industry Credential Vendor Flexibility Information and Guidance](#)





QUESTIONS ?