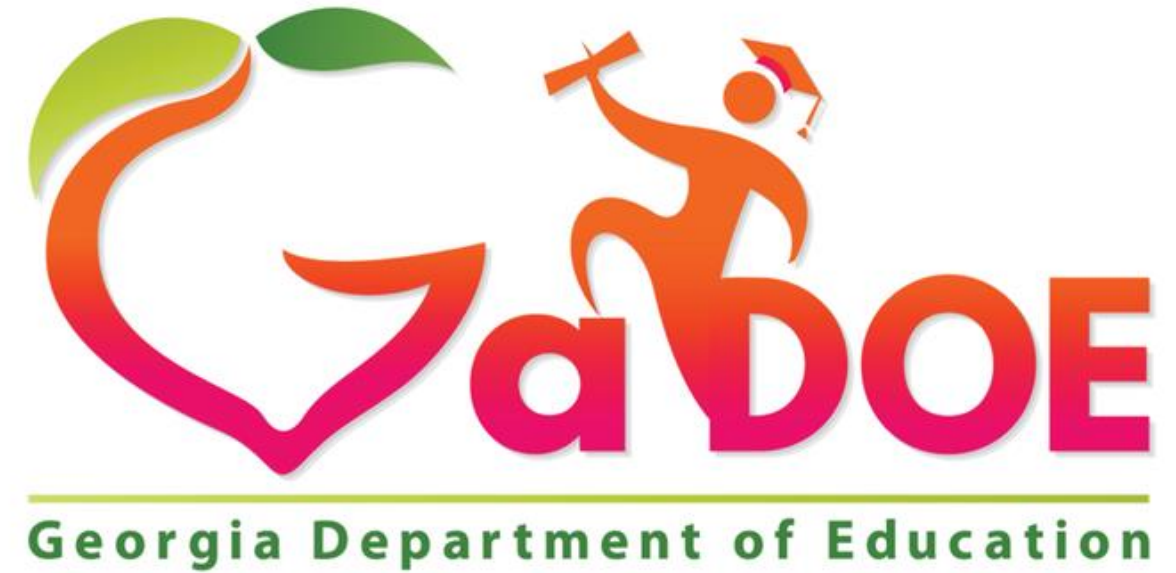




## What We've Learned About Unfinished Learning

Insights from Midyear Diagnostic Assessments

Curriculum Associates Assessment Results Update | March 2021



Access the research: [www.CurriculumAssociates.com/UnfinishedLearning](http://www.CurriculumAssociates.com/UnfinishedLearning)

April 27, 2021

Woody Paik

Executive Vice President

Curriculum Associates

# Formative Assessment Priorities

- 1) The headlines can be misleading. Please be careful
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How Much Learning Could Be Lost During School Shutdown?

EDUCATION

**Coronavirus Could Cause A 'Learning Loss' Crisis. Here's How Bad It Could Get -- And What To Do About It**

**Experts warn of 'covid slide' for children out of school**

Analysis Pandemic

Analysis: COVID Learning & Earning Losses Could Be Huge. But There Are Remedies Inside and Outside Our Schools. Here are 7 of Them

COVID-19

**Research: Coronavirus Learning Loss Could Put Some Students Behind a Full Year**

**Do we really have a covid-19 'lost generation'? One educator's message: 'Stop panicking. Get a grip!'**

**Little or no actual data**

**Created anxiety from “statistically informed guesses”**

**Predicted Reading loss between 30% and 100+%**

**Predicted Math loss between 50% and 100%+**

**Assumed historical data is a good indicator of Covid situation**

**Assumed spring '20/distance learning = long summer break**



**Educators defied  
the prediction**



# Recent Headlines

THE WALL STREET JOURNAL.

Reading skills are modestly behind in some grades in an analysis of widely used tests for elementary and middle school students.



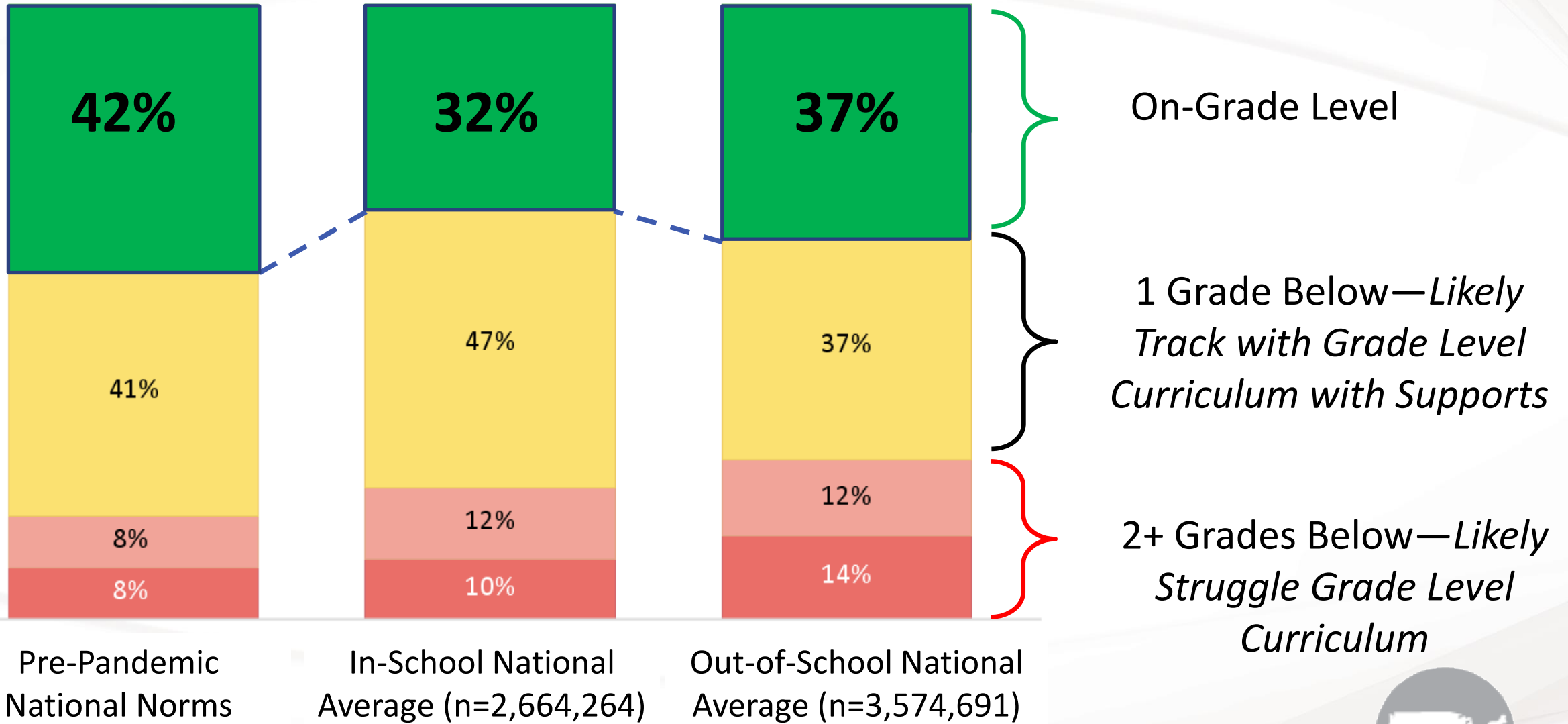
In reading, remarkably, the numbers stayed about the same.

EducationWeek®

Learning gaps that existed for many at the start of the 2020-21 school year are shrinking, particularly in math

VS

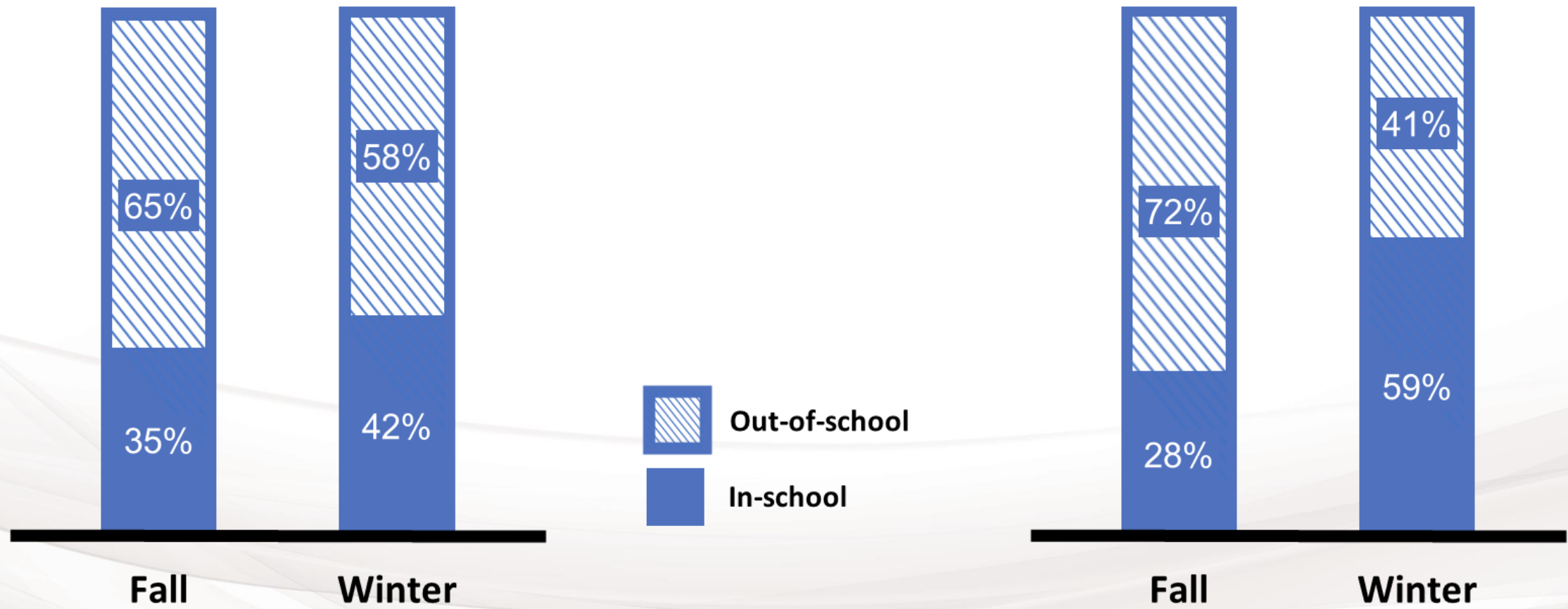
# National Norms and National Placement Distribution—Winter 20-21 Assessments



# Distribution of In-School v. Out-of-School Assessments

## National

## Georgia



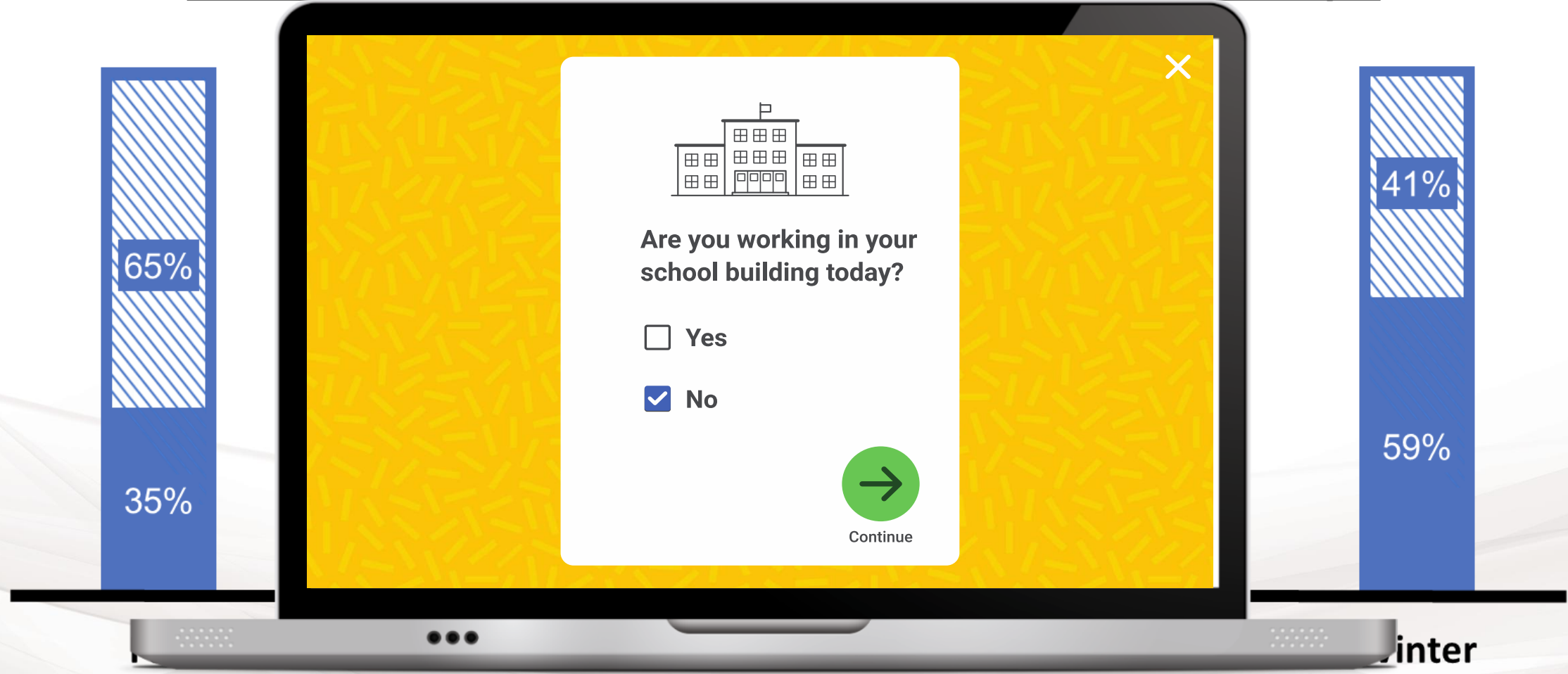
n = 11,720,289 diagnostics

n = 406,450 diagnostics

# Distribution of In-School v. Out-of-School Assessments

## National

## Georgia



n = 11,720,289 diagnostics

n = 406,450 diagnostics

# Are there different populations of students testing In School vs. Out of School in Winter 2020?



## Students Testing In School

- 16% Black
- 20% Latino
- 57% White
- \$59,600 Median Household Income
- More likely to be in schools located in towns, rural areas



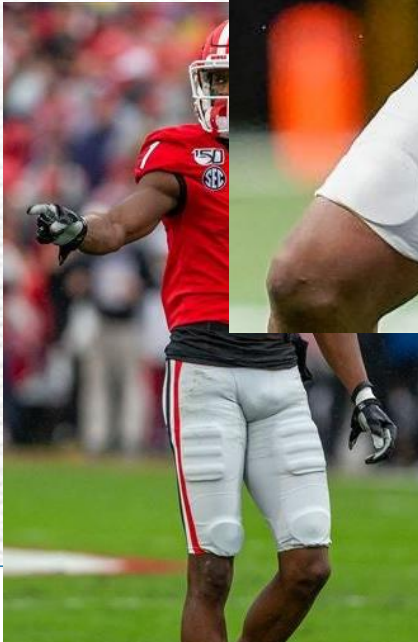
## Students Testing Out of School

- 21% Black
- 38% Latino
- 26% White
- \$66,300 Median Household Income
- More likely to be in urban areas



Note: Reading data are displayed here; demographic data for in and out of school testing data do not differ meaningfully across mathematics and reading.

# Georgia Offense Starters *Average* Weight = 263



# Our national view built off a very specific subset of the 9M+ i-Ready users (25%+ all K-8 students nationally)

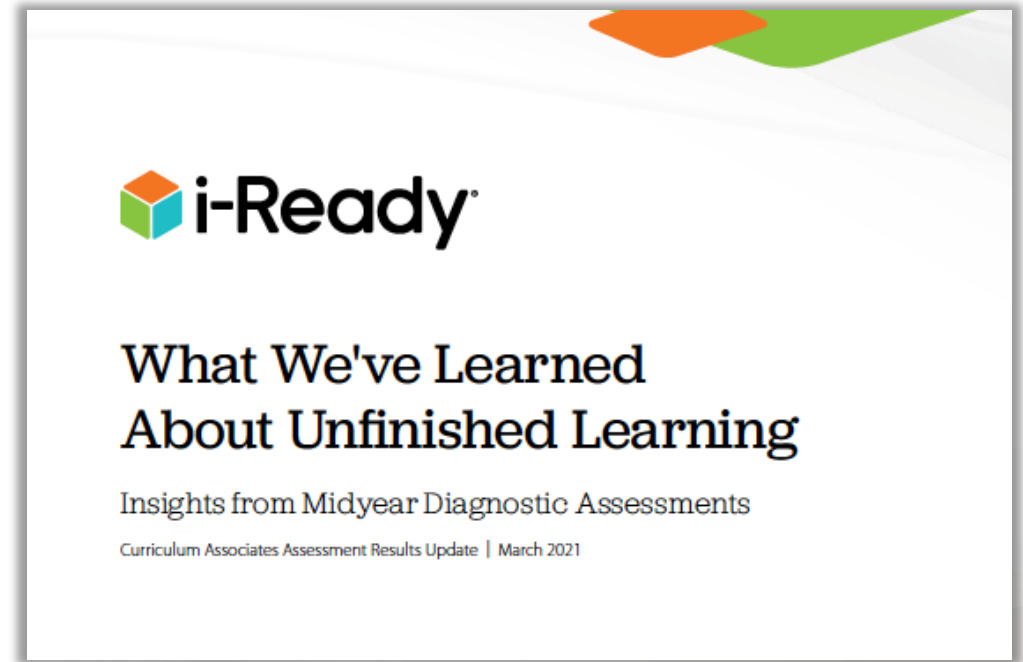
## Reading

**5,622,432 students** took the Diagnostic in Reading between 11/16/20 and 3/2/21

**2,340,209 students** met historical comparison sample inclusion criteria

**1,159,733 students** took the Diagnostic in school

**1,113,157 students** were in schools with demographic data



[www.CurriculumAssociates.com/UnfinishedLearning](http://www.CurriculumAssociates.com/UnfinishedLearning)



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# Understanding the Analysis

## SAMPLE DATA

3-Level Placement

Enhanced

5-Level Placement



2 Students  
10%  
Mid On Grade Level or Above

4 Students  
20%  
Early On Grade Level

10 Students  
50%  
One Grade Level Below

3 Students  
15%  
Two Grade Levels Below

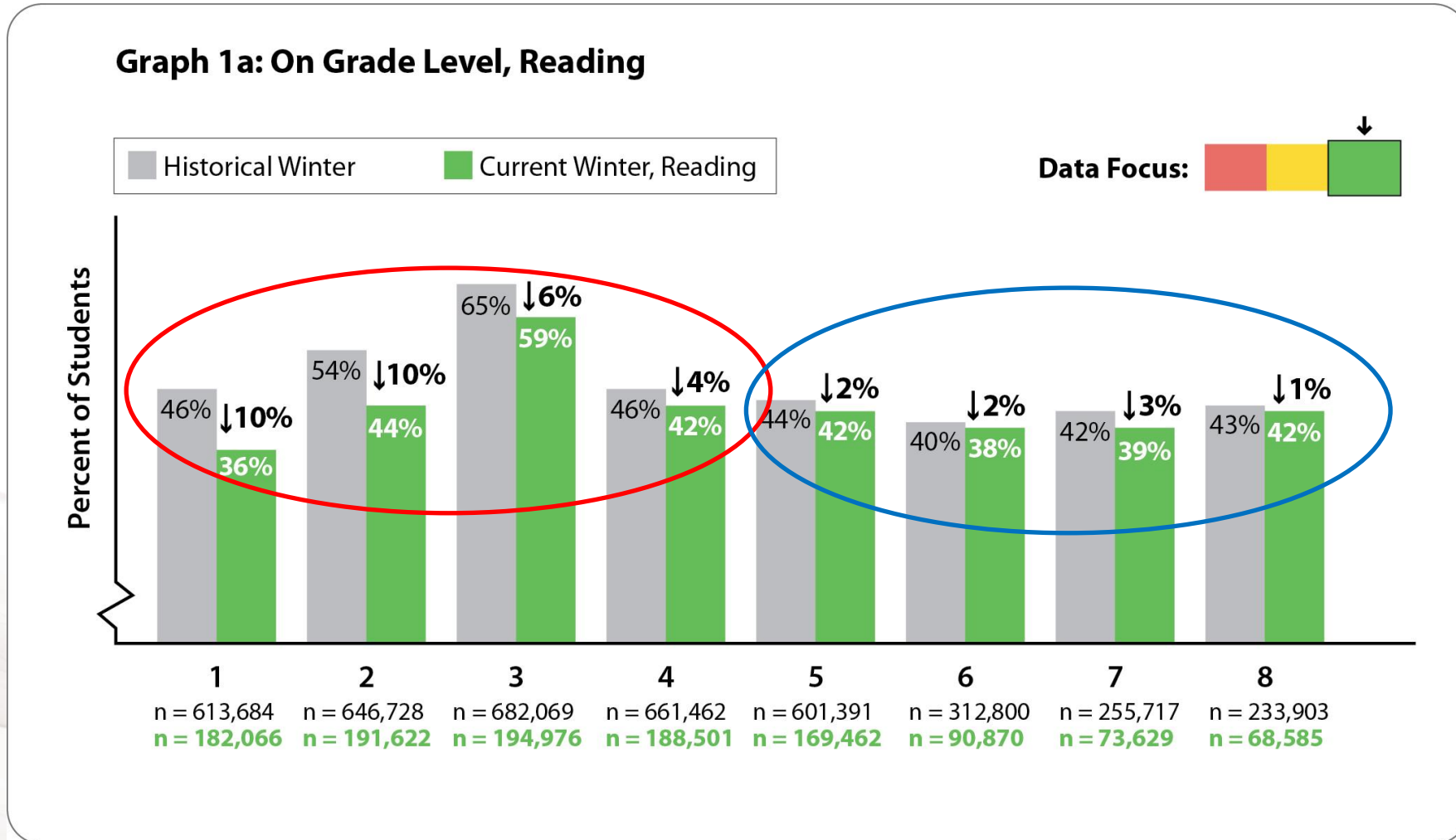
1 Students  
5%  
Three or More Grade Levels Below

0 Students  
0%  
Not Reported

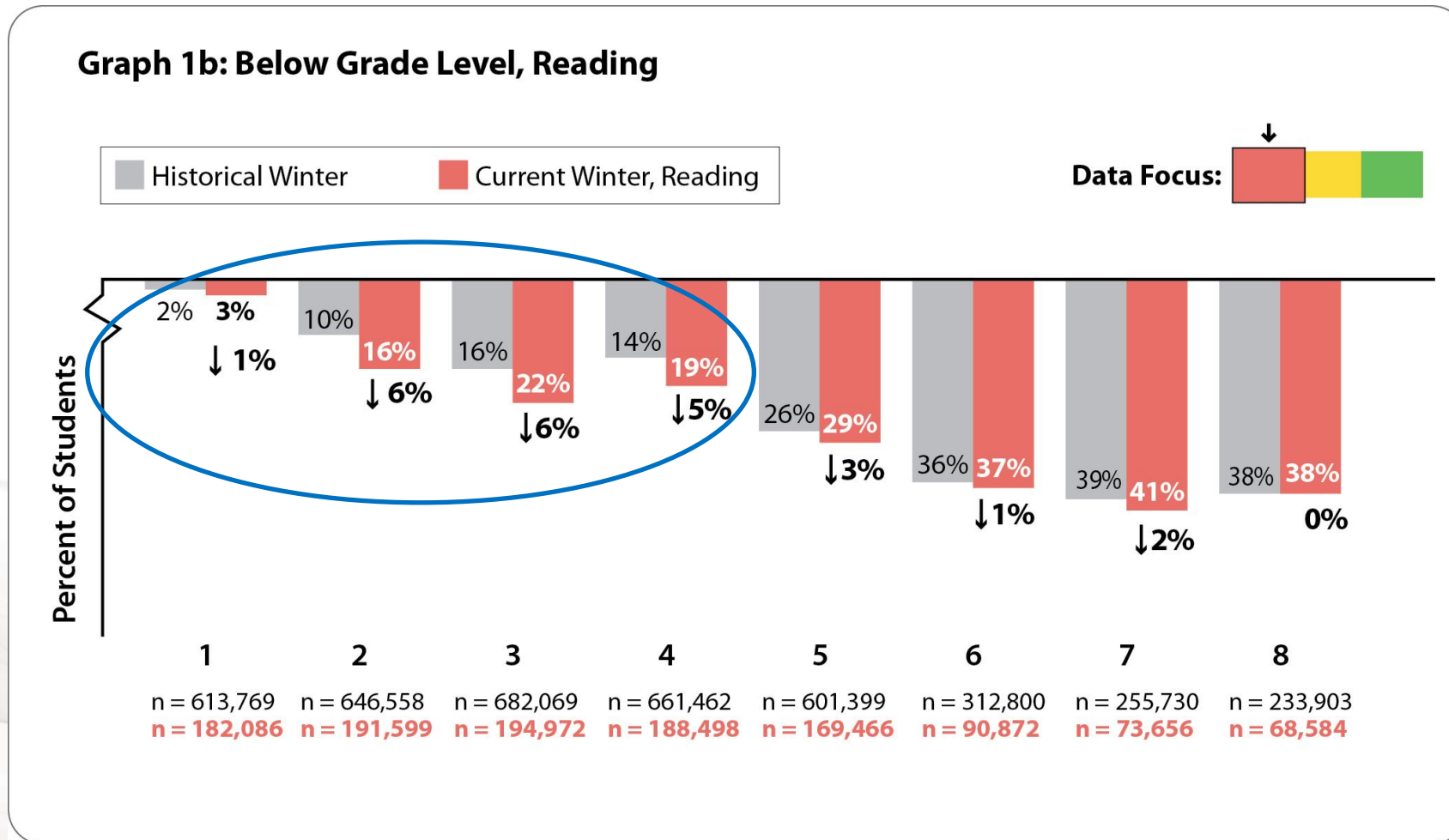
Students on grade level

Students who will likely struggle with grade level curriculum

# Winter 17-20 v. Winter 20-21: Unfinished learning in Reading is greater this winter compared to prior school years, particularly in early elementary grades.

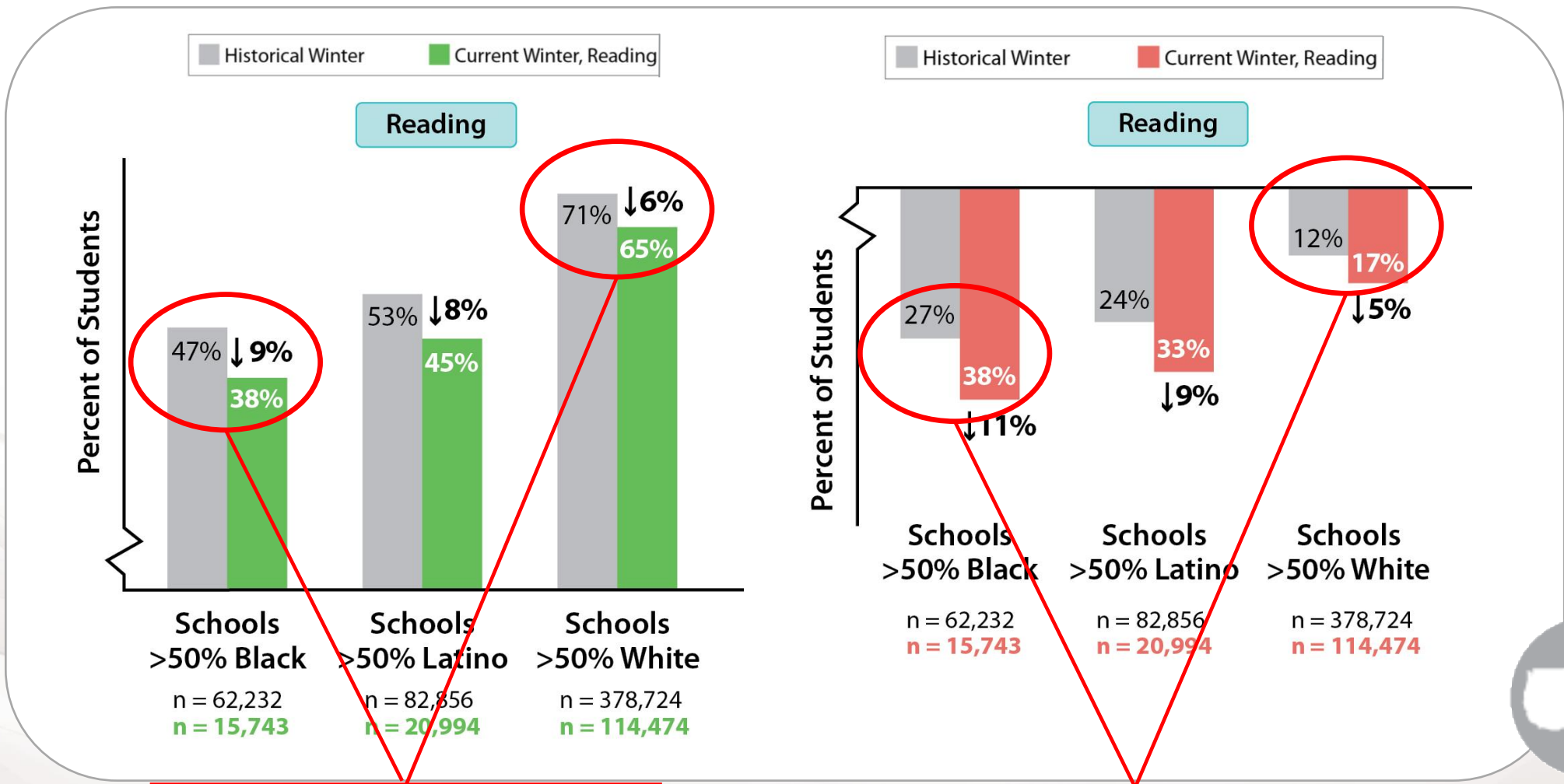


# Winter 17-20 v. Winter 20-21: The percentage of students underprepared for grade level work in Reading has increased compared to historical averages.



# Winter 17-20 v. Winter 20-21: Unfinished learning is greater in schools serving a majority of Black or Latino students compared to majority White schools.

Graph 3a: On and Below Grade Level by Race/Ethnicity: Grade 3 Reading



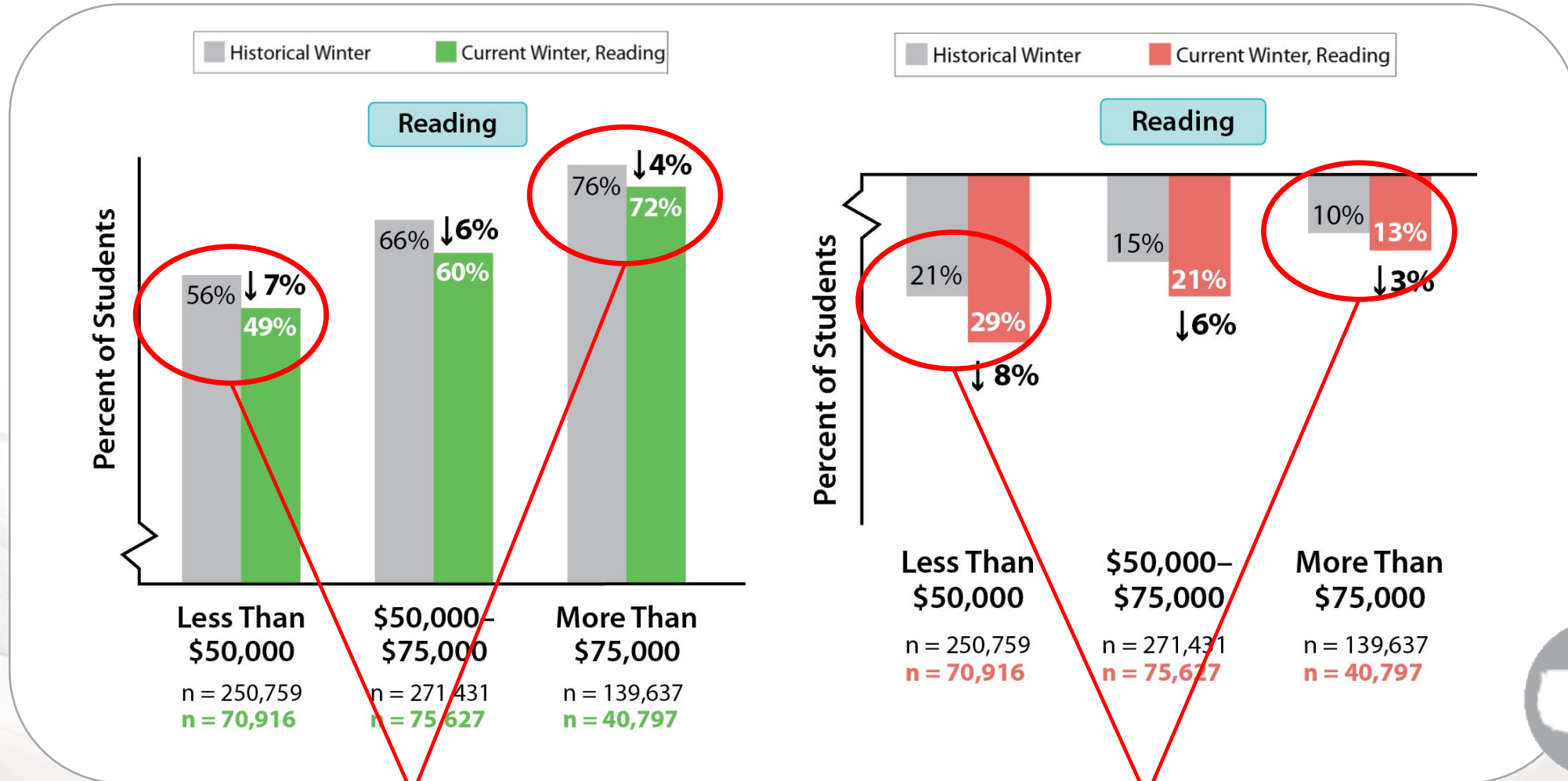
**From 24% gap to 27%**

**From 15% gap to 21%**



# Winter 17-20 v. Winter 20-21: Schools located in lower income zip codes have a larger percentage of students who are underprepared for grade level work.

Graph 4b: On and Below Grade Level by Income: Grade 3 Reading

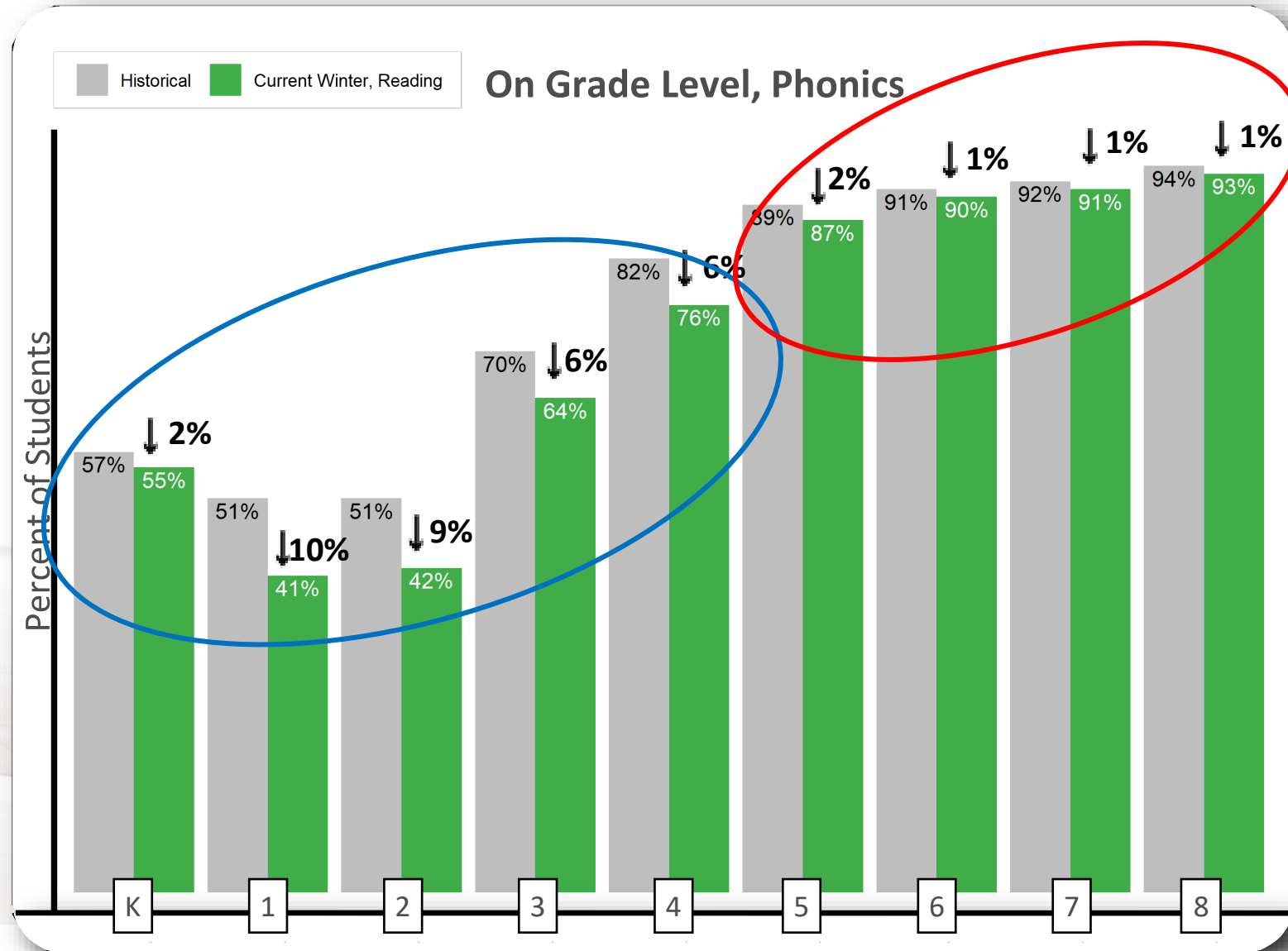


**From 20% gap to 23%**

**From 11% gap to 16%**



# Winter 17-20 v. Winter 20-21: i-Ready data and “science of reading” indicate phonics is a driver of unfinished reading learning for all students, all grades



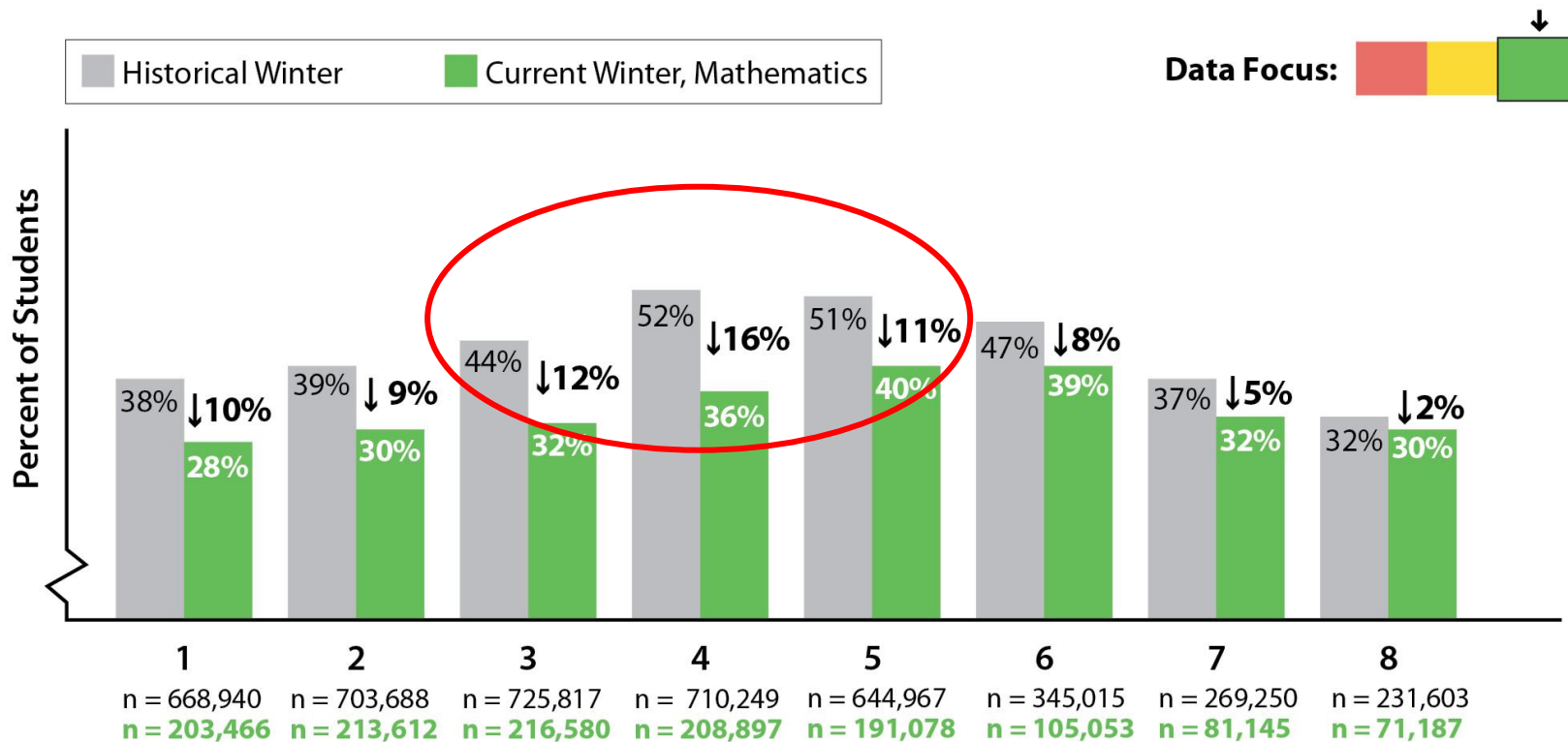
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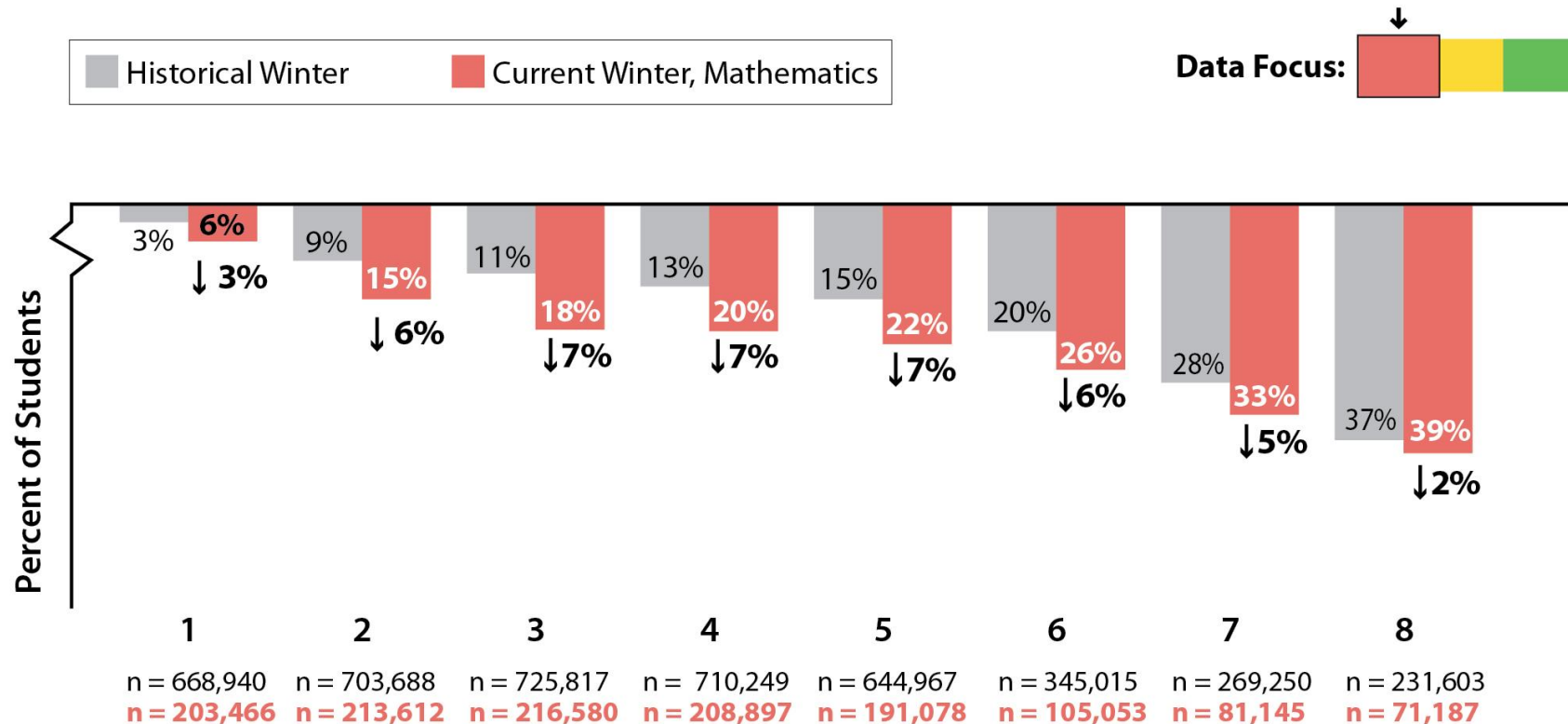
# Winter 17-20 v. Winter 20-21: Unfinished learning in Mathematics is greater this winter compared to prior school years, particularly in elementary grades.

Graph 2a: On Grade Level, Mathematics



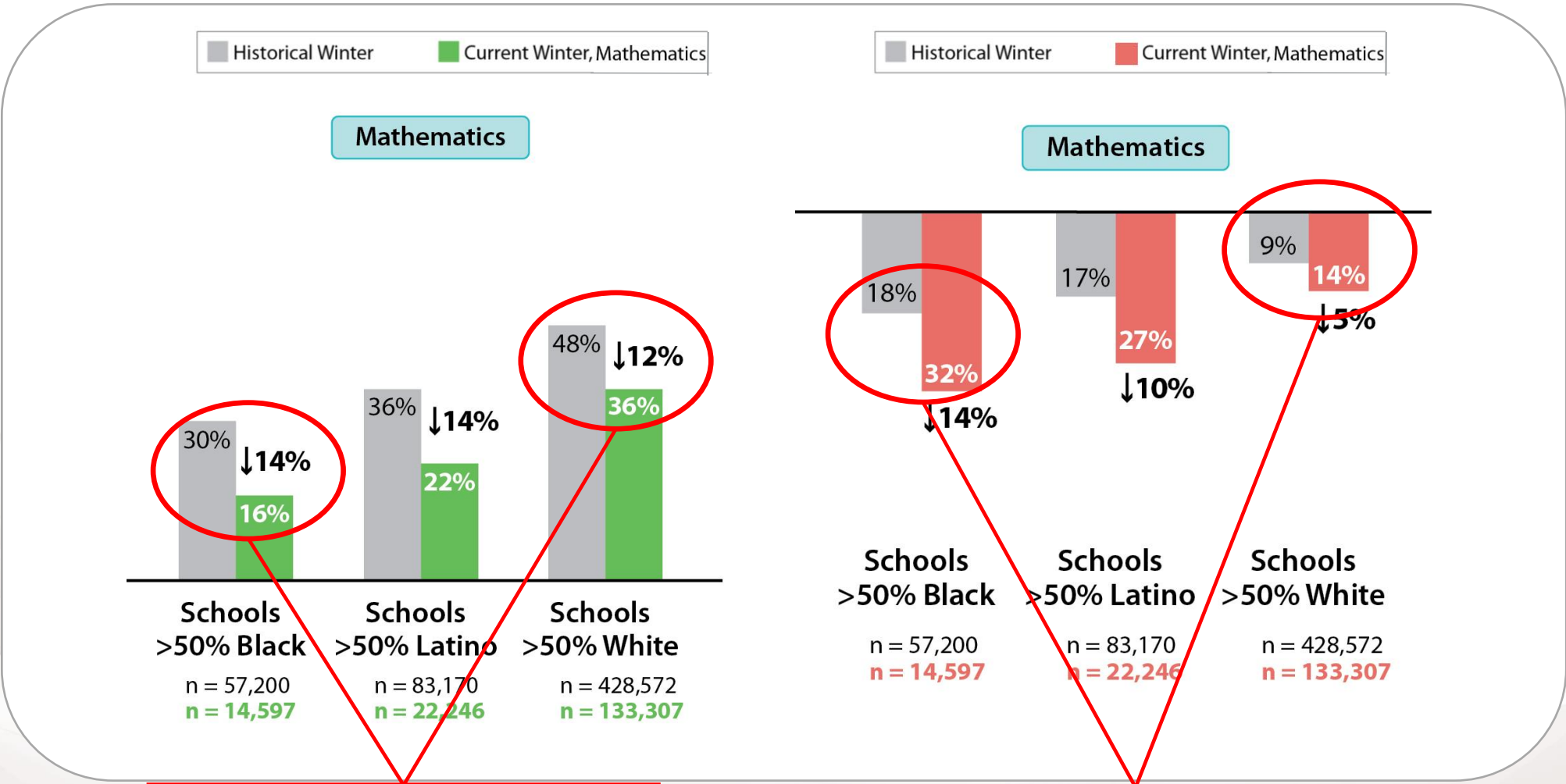
# Winter 17-20 v. Winter 20-21: The percentage of students underprepared for grade level work in Mathematics has increased compared to historical averages.

Graph 2b: Below Grade Level



# Winter 17-20 v. Winter 20-21: : Unfinished learning is greater in schools serving a majority of Black or Latino students compared to majority White schools.

Graph 3a: On and Below Grade Level by Race/Ethnicity: Grade 3 Mathematics

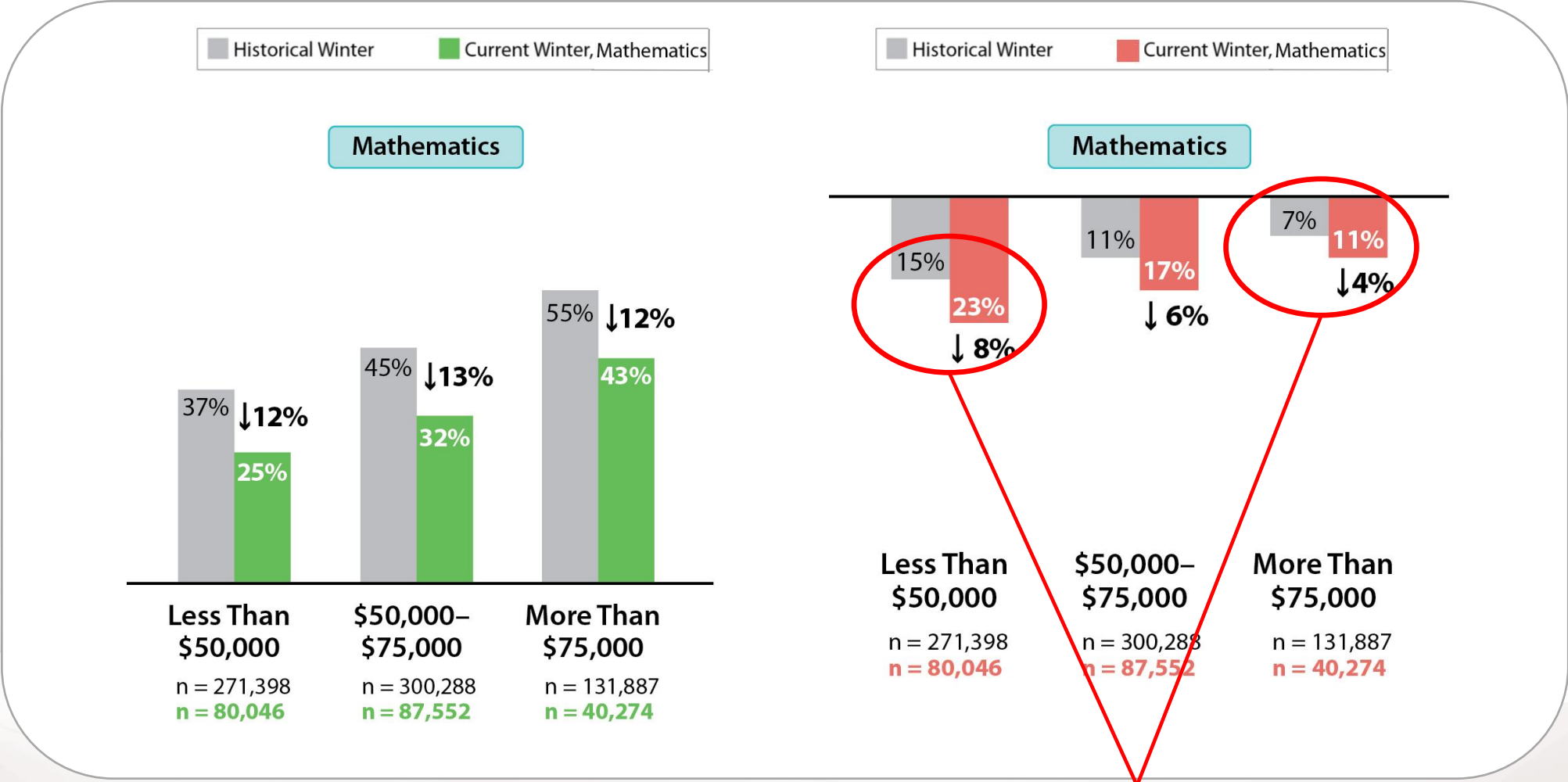


**From 18% gap to 20%**

**From 9% gap to 18%**

# Winter 18-20 v. Winter 20-21: Schools located in lower income zip codes have a larger percentage of students who are underprepared for grade level work.

Graph 4a: On and Below Grade Level by Income: Grade 3 Mathematics



**From 8% gap to 12%**



***“The degree of learning loss couldn’t be predicted by family income, prior school, student age, or pre-Katrina grade level. Any school that opened in New Orleans had to assess individual readiness.”***

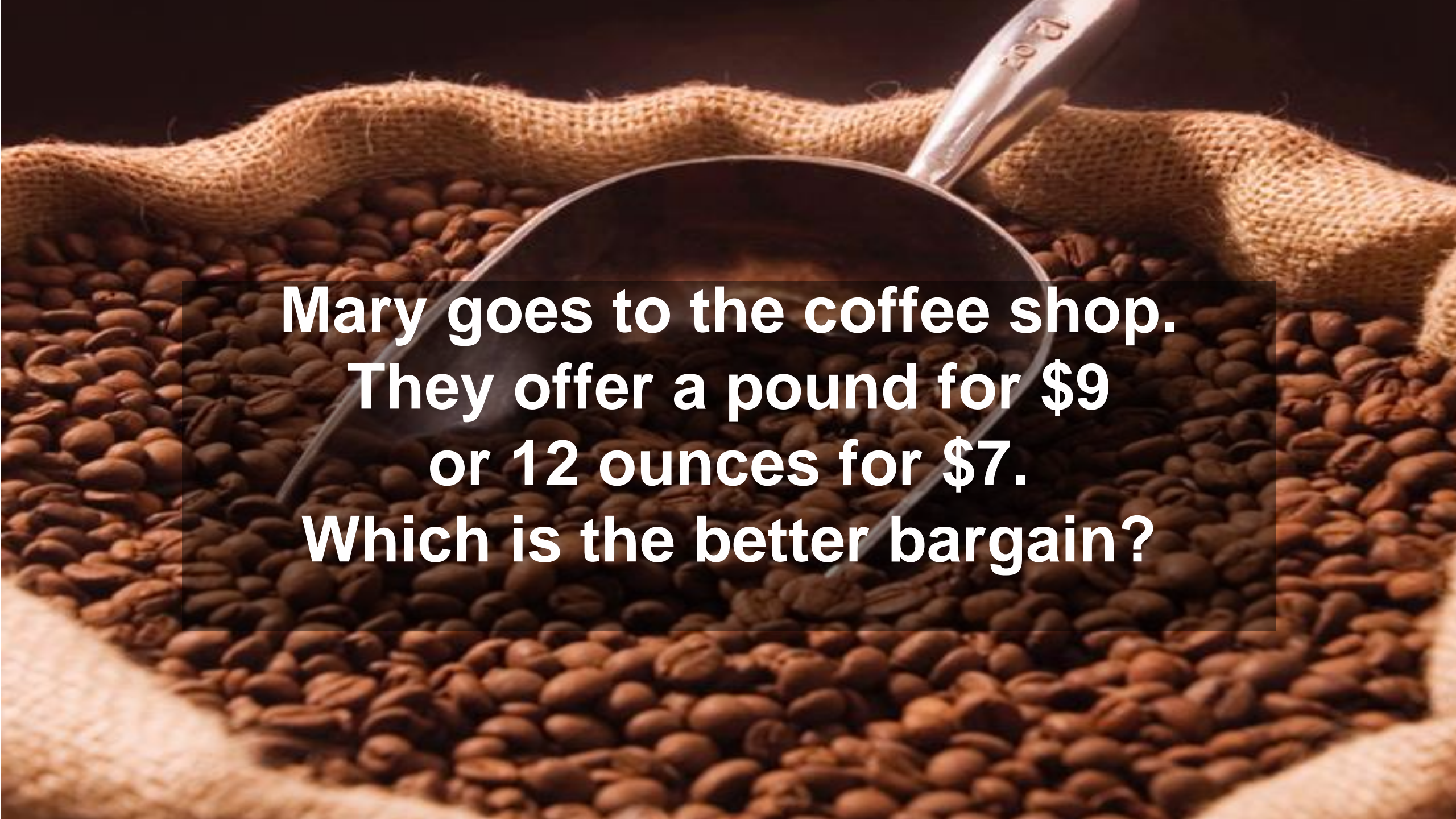
<https://www.crpe.org/thelens/what-post-katrina-new-orleans-can-teach-schools-about-addressing-covid-learning-losses>

**“A consequent re-emphasis on grade-level instruction improved score performance....”**

**Grade Level Focus**

**...but left school leaders concerned that students still had not recovered lost learning.”**

**Skill Recovery**



**Mary goes to the coffee shop.  
They offer a pound for \$9  
or 12 ounces for \$7.  
Which is the better bargain?**

*Word Problems - Proportional Relationships*

$$\frac{1 \text{ pound}}{\$9}$$

<,=,>

$$\frac{12 \text{ ounces}}{\$7}$$

*Measurement Conversions*

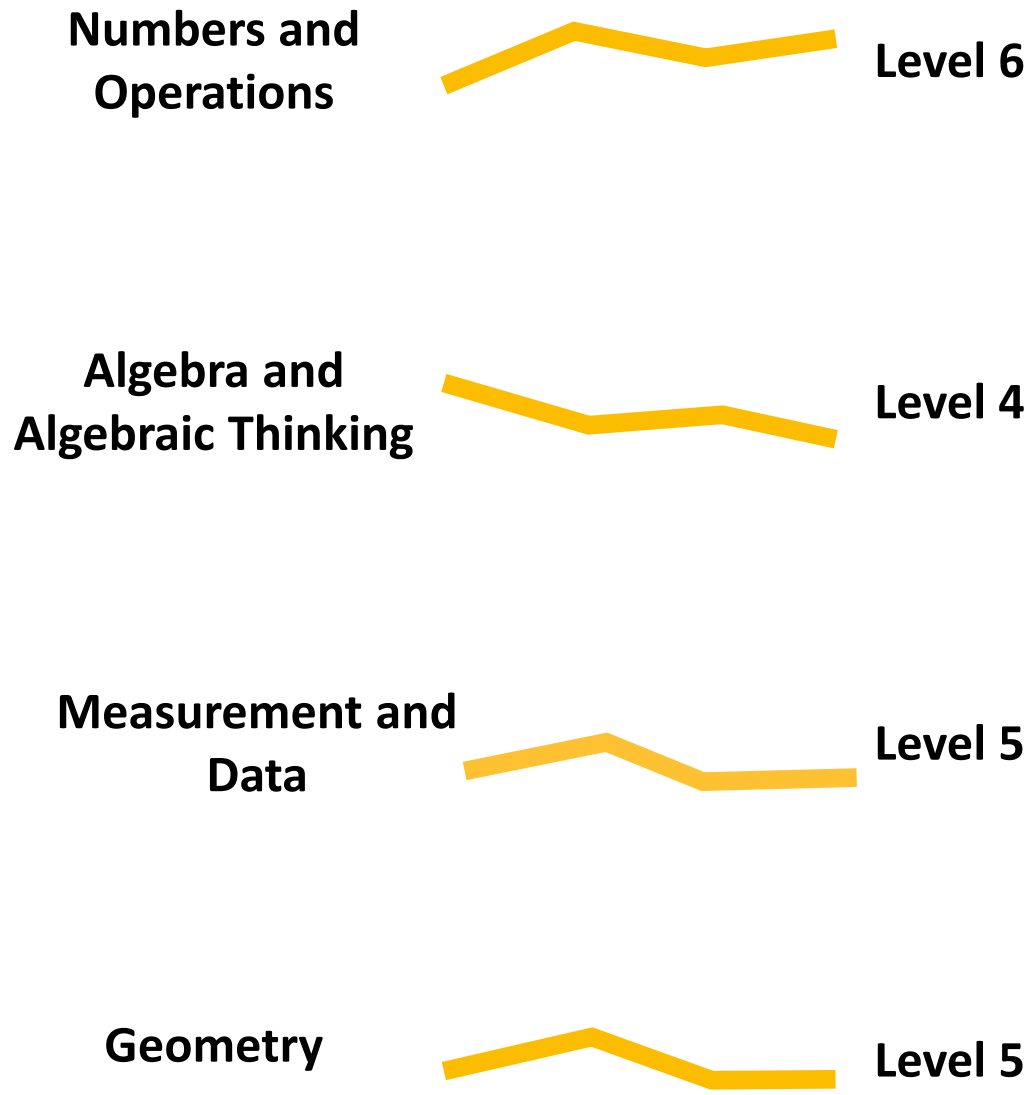
**1 pound equals 16 ounces**

*Number Relationships*

$$\frac{9}{16}$$

<,=,>

$$\frac{7}{12}$$



Situation

This 6<sup>th</sup> grader cannot solve the 6<sup>th</sup> grade “coffee problem” because of unfinished 4<sup>th</sup> grade learning



Action

Formative assessment informs what 4<sup>th</sup> grade skills are needed to make *today's* 6<sup>th</sup> grade lesson successful



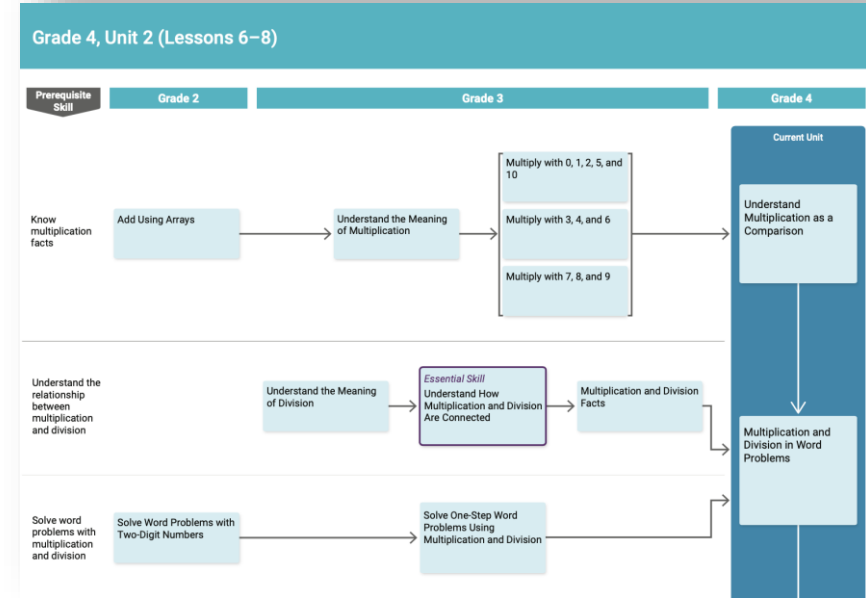
Result

Grade level learning accelerates

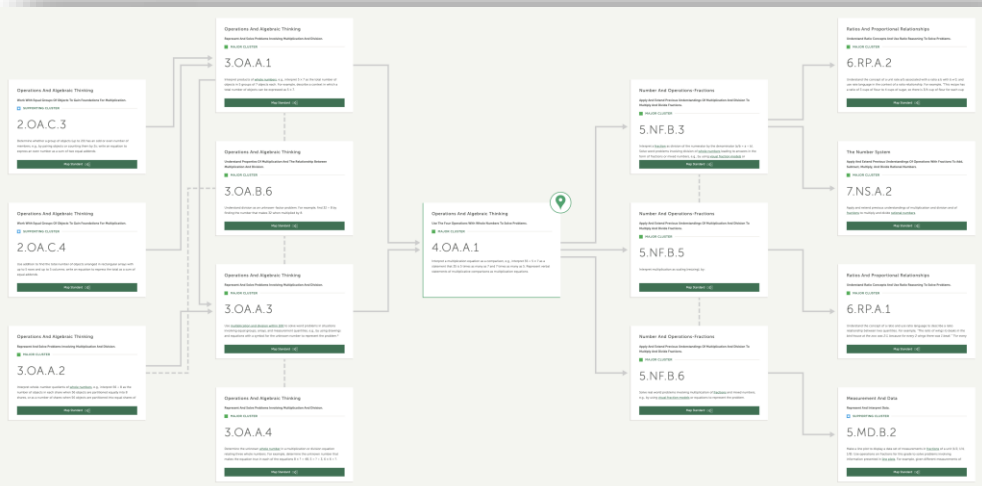
# Grade Level Priority vs Prerequisite Needs



<https://achievethecore.org/>



<https://www.curriculumassociates.com/access-and-equity/ensuring-all-student-have-access-to-grade-level-materials>



<https://achievethecore.org/>

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SEARCH

MATH K-8

## Math K-8 Summary of Alignment & Usability

<https://www.edreports.org/>

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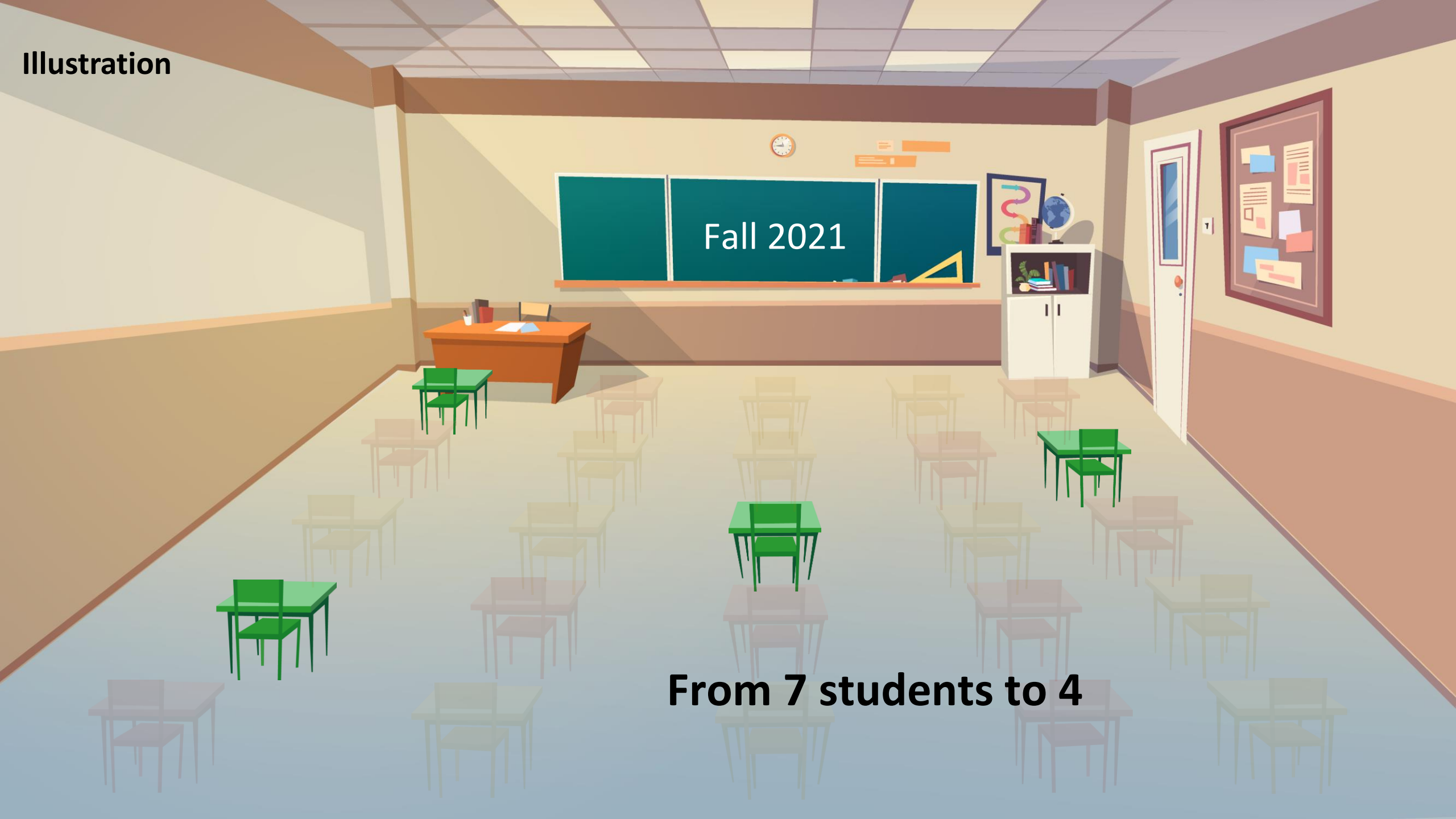
Illustration



Illustration

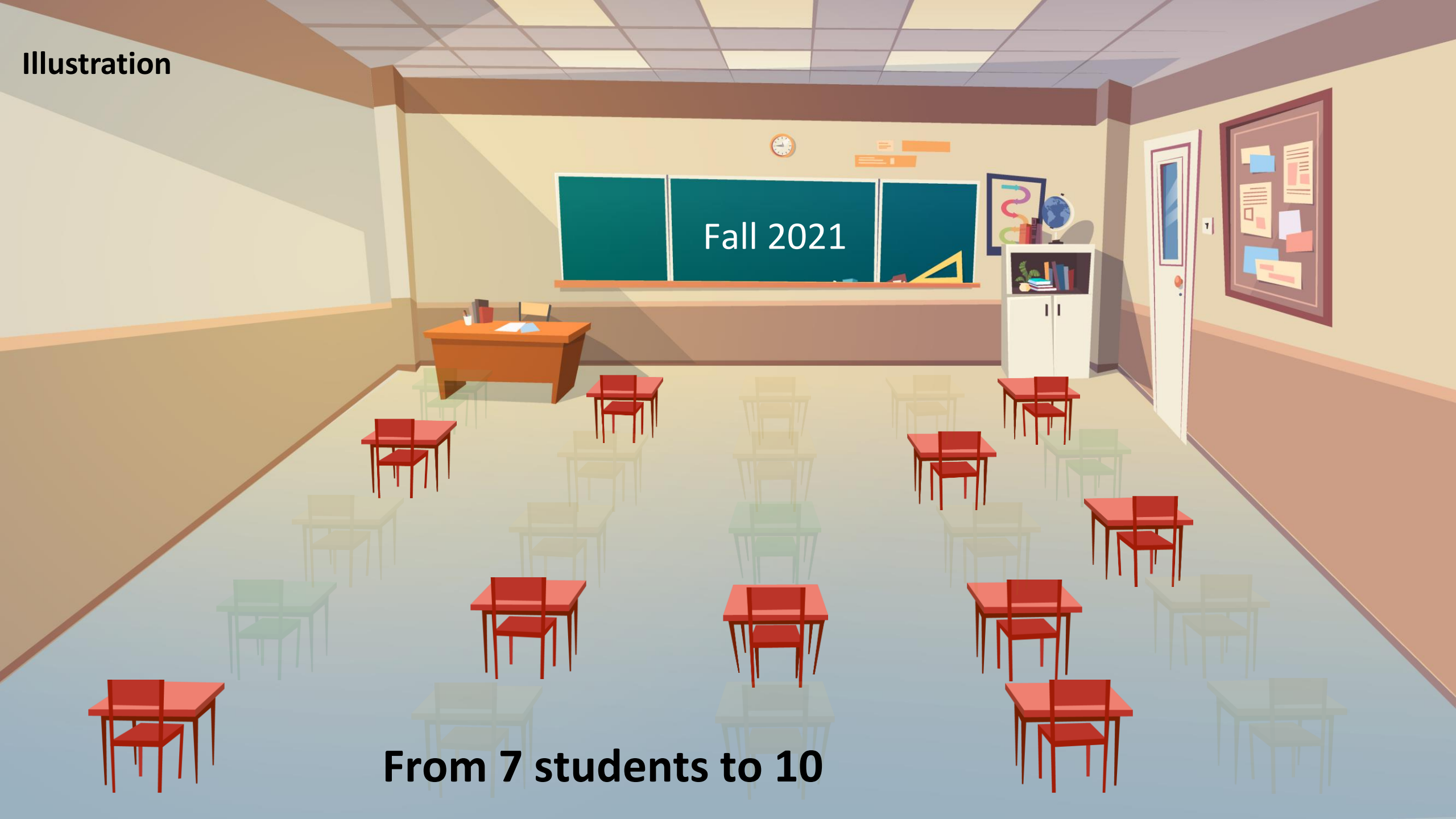


**Illustration**



**From 7 students to 4**

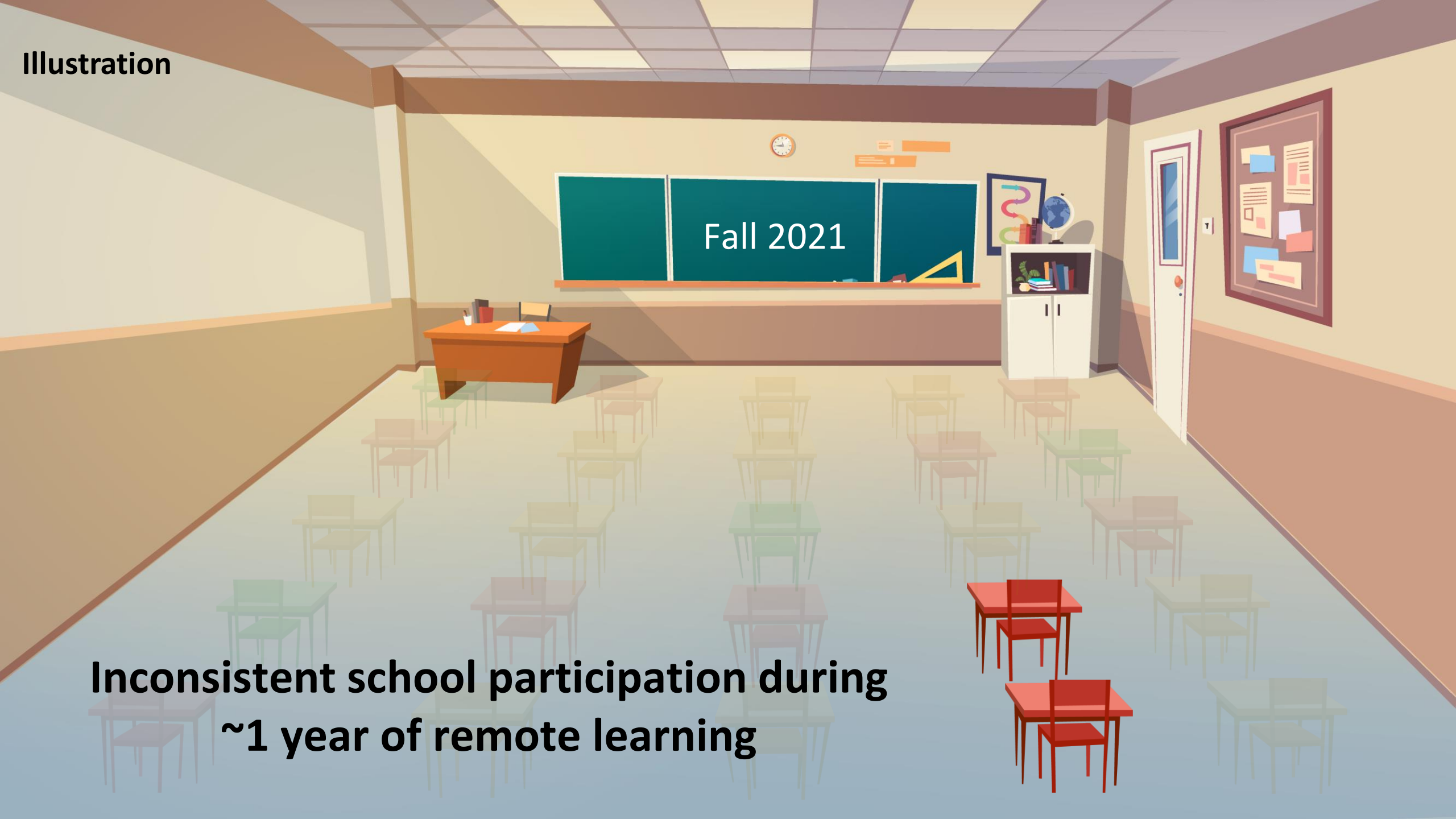
**Illustration**



Fall 2021

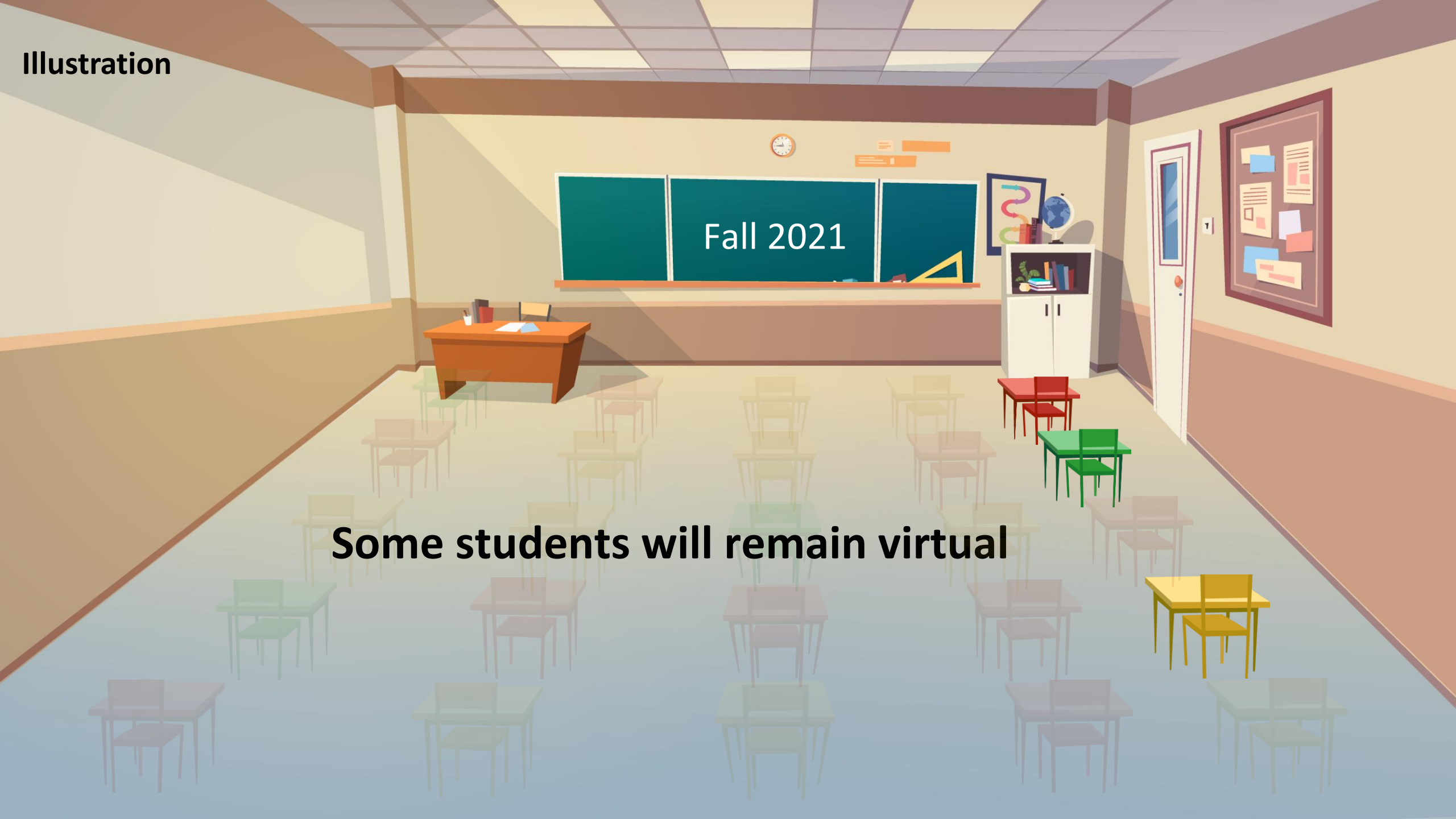
**From 7 students to 10**

**Illustration**



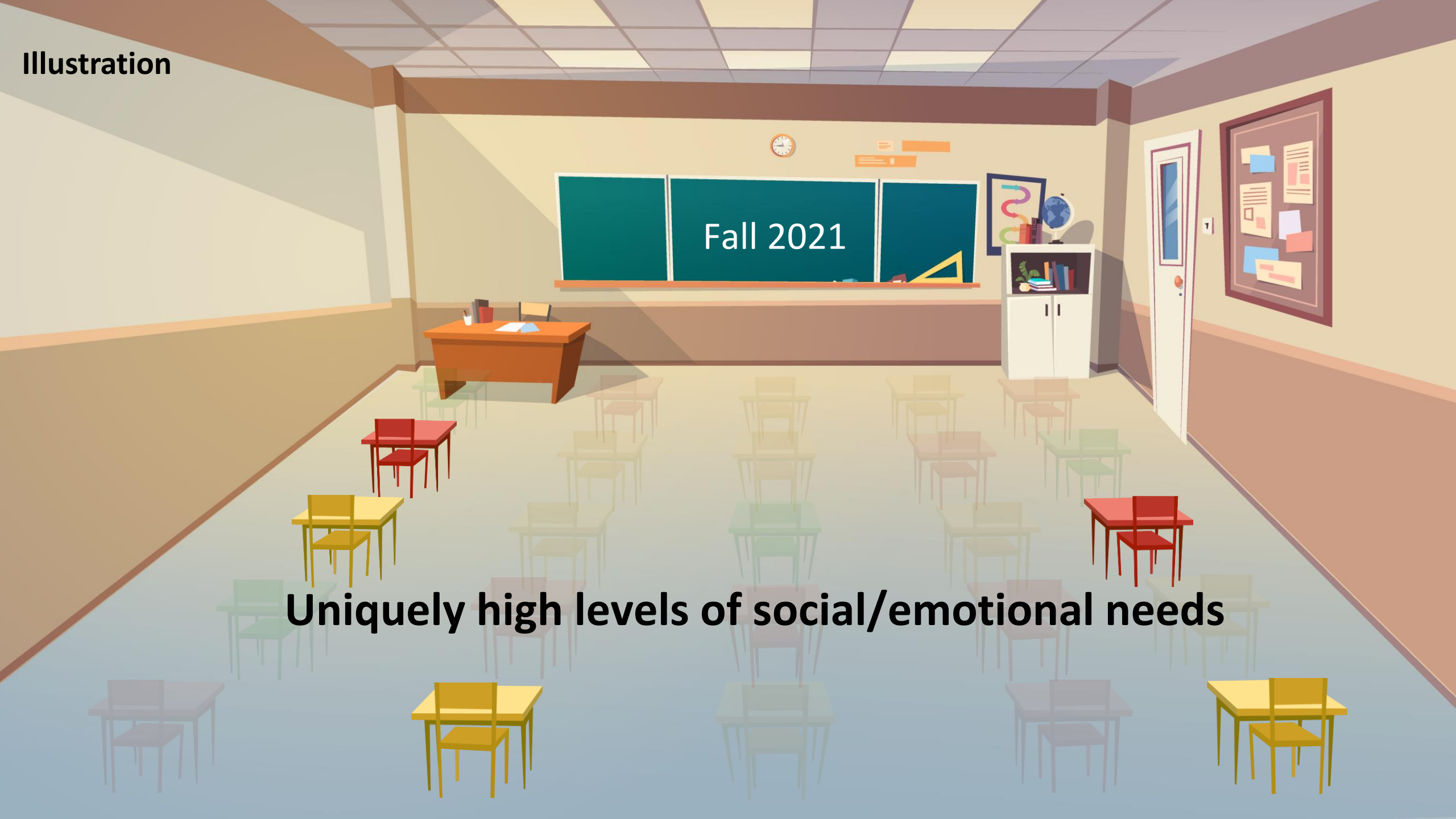
**Inconsistent school participation during  
~1 year of remote learning**

**Illustration**



**Some students will remain virtual**

**Illustration**



**Uniquely high levels of social/emotional needs**

Illustration



A 3D illustration of a classroom. In the foreground, there are several rows of small, colorful desks (yellow, green, and red) with chairs. In the middle ground, there is a teacher's desk with a computer monitor and some papers. Behind the teacher's desk is a large green chalkboard. To the right of the chalkboard, there is a white cabinet with a globe and some books on top. On the far right wall, there is a bulletin board with various papers and notices pinned to it. The room has a drop ceiling with recessed lighting and a door on the right wall.

**Teaching today is very different and much harder**

**We support prioritization of teacher time, teacher needs, and all forms of teacher recognition**

# Formative Assessment Priorities—Detailed View

- 1) The headlines can be misleading. Please be careful
  - IN v. OUT of School data differences matter
  - Demographic differences matter
  
- 2) Foundational reading skills aka the “science of reading” is our #1 concern in Reading
  - Science of Reading must be assessed in ALL grades
  - Science of Reading must be assessed, in relation to Vocabulary and Reading Comprehension
  
- 3) To accelerate learning, our #1 math concern is data that inFORMs (i.e., formative assessment) how to balance unfinished learning v. grade level priorities
  - Grade level curriculum must be “High Quality” (Edreports.org) and integrated with an assessment system
  - Assessment should inFORM the WHAT and the HOW to balance unfinished learning v. grade level priorities—and it has to be easy and fast for the average teacher
  
- 4) We support ALL opportunities to expand learning opportunities BUT worry about teacher time, support, and the reality teachers are facing
  - Calibrate new initiatives, in relation to today’s reality of teacher capacity